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ABSTRACT

Studies and analyses conducted by the Assessment Center at Sacramento City College (SCC) between fall 1983 and fall 1984 provided the data on SCC's students and services which are presented in this report. Following an overview of the significant findings of the year's research efforts, part I sets forth the purpose of the report and part II reviews the trends and priorities revealed by the Center's activities. Part III provides a statistical overview of the scope of services of the Center between November 1, 1983 and March 31, 1984. Part IV looks at the competency levels of SCC students as determined by the Stanford Test of Academic Skills (TASK), while part V provides data on the placement level of the assessed students and part VI offers a profile of students taking the TASK Test between November 1, 1983 and March 31, 1984. Part VII presents a study of student progress through developmental English and reading courses to English 1A, and part VIII contains a study of the grade distribution of developmental education courses. Parts IX, X, and XI provide results of English essay examinations; information on the Puente Project, a special program to bridge the gap between students' vocational aspirations and academic skills; and results of a comparison of TASK scores to grades in selected courses. Part XII provides a survey of a Psychology I alternative education program, and part XIII contains information on student waivers granted in spring 1984. In part XIV, a statistical profile of Center services is provided for April 1, 1984 to October 31, 1984. Subsequent sections provide information on levels of competency, placement levels, student profiles, and student waivers based on research conducted during this period. Information on assessment and placement needs and a high school outreach study, presented in tabular form, are appended. (AYC)

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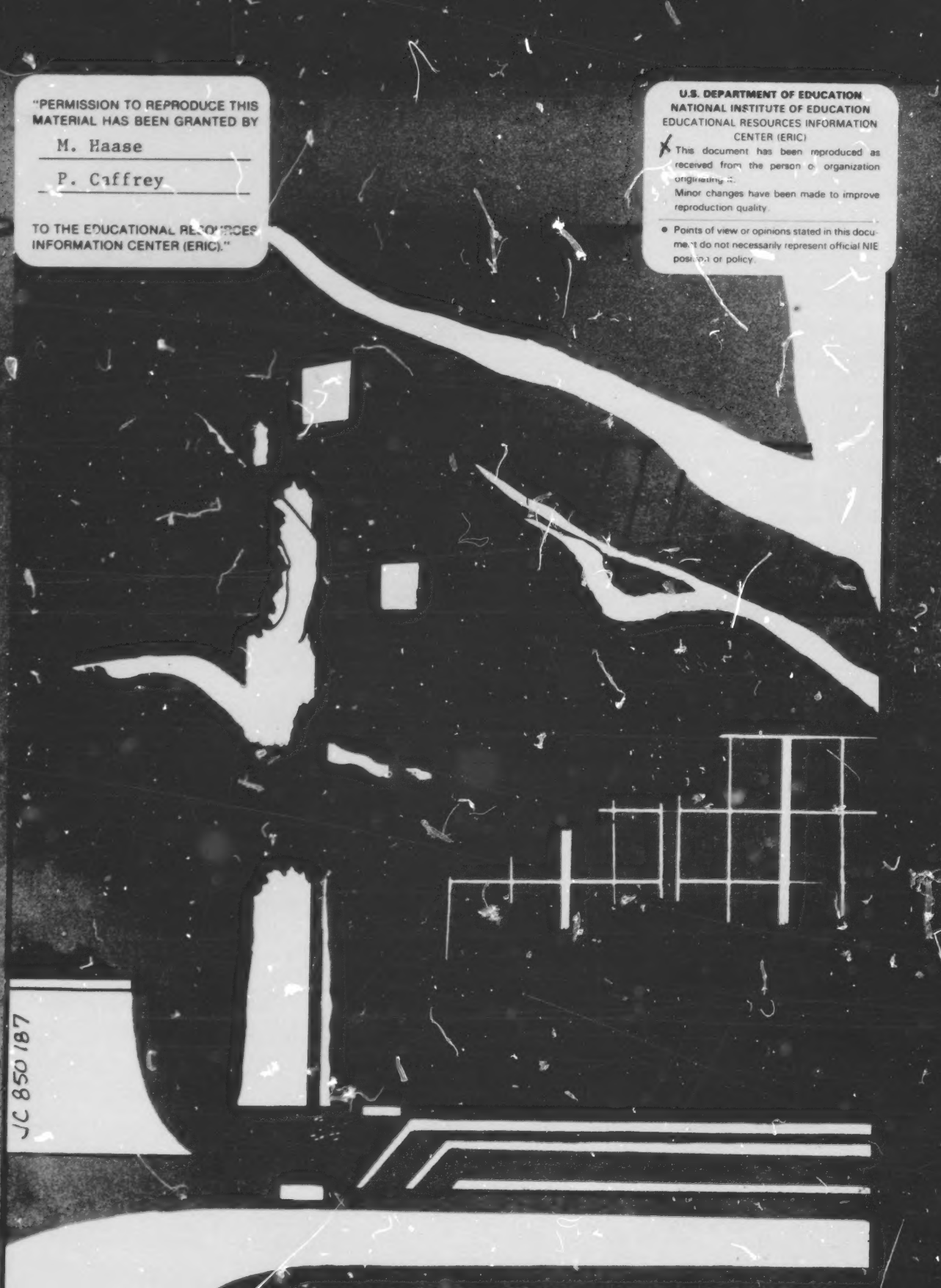

JC 850 187

FALL 1983 - FALL 1984 RESEARCH

SYNOPSIS

Significant findings have been derived from the current research effort.

1. The California Community Colleges, the State of California and the Legislature seem to have discovered assessment (p. 2 plus current legislation pending in the State Legislature).

2. Sacramento City College is being used by many of the community colleges in the State as a source of information regarding assessment (p. 2).

3. Assessment Centers may well utilize the potential for senior class software projects available to them through a cooperative effort with neighboring State Universities (p. 4).

4. Individual faculty research efforts have now expanded to the point where professional articles are appearing in state and national publications (selected profession journals, the Bulletin of the California Community College Chancellor's Office, selected Roueche publications, and ERIC).

5. The Los Rios College District Assessment Centers have agreed to utilize uniform answer sheets which will standardize the data collection effort. There was also general agreement as to the types of hardware and software to be used by the District's Assessment Centers (p. 3).

6. A staffing level for each Assessment Center in the District was recommended by the Chancellor's Task Force on Assessment, and this request appears to be well on the way to full implementation (p. 74).

7. Hard line storage between each Assessment Center and the District's mainframe is approaching full implementation. The final phase includes information on completed course prerequisites (p. 3).

8. The expansion and storage of the diagnostic information derived from TASK and involving both college and high school faculties will become a reality by the Fall 1985 Semester (pp. 3 - 4).

9. The reading levels of entering students are continuing to decrease at both ends of the reading proficiency spectrum, while the number of students reading near the 10th grade reading level is increasing (pp. 11 - 57).

10. First time students entering the spring semester possess lower average English and reading proficiencies than do first time fall semester students (pp. 11 and 57).

11. More than 23% of our students speak a language other than English at home (pp. 17 and 62).

12. Research reveals that while the English and reading courses retain their students at impressive levels (75 - 80%), the percent of students who move up the curriculum ladder is relatively low. The reasons why this phenomenon occurs are unknown (pp. 20 - 25).

13. The percent of students passing the English 57 essay examination is beginning to increase (pp. 28 - 30).

14. The students who receive "A's" and "B's" in transfer level courses possess 13+ grade proficiency levels in both reading and English. This has been consistent for the last seven years (pp. 33 - 37).

15. Even in selected Psychology I courses where students are experimentally grouped and taught in homogeneous groups but with varying curriculum techniques the students with the highest reading and English proficiency levels received the highest grades (pp. 38 - 42).

16. The number of waivers issued by the Center approximate 110+ for the Spring semesters and 350+ for fall semesters (pp. 43 and 65).

17. Past utilization of the Strong Vocational Interest Inventory by students reveals that there is a need to include an interest test component with the currently used assessment battery (Test utilization research - previous reports).

18. The increased cost factor inherent in the utilization of the Strong as part of the regular assessment process could be minimized by an expansion in District's processing capability (p. 75).

19. The high school outreach research effort reenforces the findings derived from the previous study which evaluated in detail the effect of student self placement on class homogeneity (pp. 76 et al.).

SACRAMENTO CITY COLLEGE
Assessment Center
May 1985

MEMORANDUM

TO: Dr. Andersen, Mr. Tucker, Mr. Synold, Mr. Rodgers, & interested personnel

FROM: M. Haase and Patrick Caffrey

SUBJECT: Assessment Center Research Report
Assessment Procedures
Fall 1983 - Fall 1984

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SACRAMENTO CITY COLLEGE
Assessment Center
May 1985

ANNUAL RESEARCH REPORT
ASSESSMENT PROCEDURES

FALL 1983 to SPRING 1984

PURPOSE

This report beginning with Fall 1983 and ending with the preliminary research of the Spring 1984 Semester has a sixfold purpose. First, it evaluates the effectiveness of assessment/placement activities on student success rates in selected subject matter areas; second, it provides an accountability of activities; third, it provides current information regarding English and reading competency levels of our student population; fourth, it supplies statistical information regarding research activities; fifth, it reports the trends in the proposed expansion of assessment/placement and research; and sixth, it projects the requirements and needed financial support which will facilitate change.

ASSESSMENT CENTER
TRENDS AND PRIORITIES

Assessment is experiencing significant changes on both state and local levels. There is a proliferation of assessment centers as colleges approach the beginning of the Fall 1985 Semester. It is possible that all community colleges in California will be moving toward a structured assessment operation.

To emphasize this movement, the Sacramento City College Assessment Center has been visited or contacted by 27 different colleges during the last 12 month period with 12 visitations in the last 6 months. This opportunity to disseminate information has proven to be mutually beneficial to all concerned.

Specific examples of this interaction included an opportunity to participate in the South-West Network sponsored by the Arizona Community College Consortium. The participants included colleges in Florida (Miami Dade), New York, New Jersey, Texas, Illinois, and Sacramento City College. This exchange resulted in an invitation to visit Scottsdale, Arizona and present the S.C.C. assessment/placement program.

Additional visitations were made by a community college representative from the state of Washington who was visiting four of the assessment programs in California. Another result has been an invitation to address the faculty of the community college(s) in Chula Vista to explain our system. The L.A.R.C. group in San Jose was another group which had an interest in how the S.C.C. Assessment Center fits into the support base of a developmental education program.

The trend which is beginning to emerge in Los Rios in regard to Assessment has been changing so fast that it is difficult to encapsulate accomplishments in a short statement. All of the colleges in the District, while still apart

on which assessment test should be used, have agreed on a uniform data collection effort.

A series of seven newly designed answer sheets has been funded by a supplemental appropriation by the Chancellor's Cabinet. In addition to this, the hardware component recommended by the Assessment Task Force has been implemented. All four campus sites now have equal and compatable hardware.

The personnel needs factor is the last segment of the recommendations of the Assessment Task Force which needs attention if it is to be implemented by July 1, 1985.

A recent meeting of the Assessment Task Force computer sub-committee has resulted in a recommendation that there be immediate support for the revision of the computer software necessitated by the newly designed answer sheets. It will now be possible to supply needed diagnostic information to augument our agreement with the high school outreach program(s) and the Los Rios faculties.

The last major concern is the hard-line storage and retrieval capability between all four Assessment Centers and the District main frame. As mentioned in previous reports such a move will permit immediate call up of assessment/placement data. Eventually assessment/placement information will be linked to completed course prerequisites. This is the essential component for accurate placement during any computer assisted registration process.

There were three major software projects utilizing students from Sacramento State which have been completed during the past year. One such project created the program which collected and stored demographic and diagnostic proficiency information about our students as well as those students participating in the high school outreach effort.

As a result of this project each assessed college student was given a comprehensive diagnostic profile of English and math proficiencies. The Center is now approaching a period in which each college faculty member will also be

able to have a copy of the profile to use in restructuring the curriculum component to meet student needs. This process has already been implemented in some reading classes.

High school faculty members have expressed a need for a summary of the proficiencies in a diagnostic format. In addition, they need a class summary as well as a total for the high school. These components will be available as soon as the new software package is completed.

A second project was related to the California Achievement Test used by Dental Assisting and the Licensed Vocational Nursing Programs. A diagnostic breakdown is now available for the Allied Health department so that counseling can respond to student inquiries concerning needed proficiencies.

Another project conducted in conjunction with Sacramento State was related to mathematics. The software programs provided diagnostic information on arithmetic, basic algebra, intermediate algebra, geometry, trigonometry, pre-calculus and the calculus. The savings to the District in software costs of all projects came to over $90.000.00.

At present there is one project under way which will software the Michigan Test of English Language Proficiency used with the English as a Second Language program. Another program which has been completed is the transfer of the stored data base from the Radio Shack computer bank to the IBM-XT computer. This will simplify the data transfer to District as well as create a single data base.

The Center has offered help to 16 faculty members in determining textbook readability levels. Help has been given to each research effort conducted on campus, for it is felt by the Center that such research is important to curriculum.

The creation of a stable funding base for assessment in the District needs to be addressed as soon as possible. No department can continue to absorb growth rates of from 14-26% without impacting on existing financial and personnel resources.

TABLE 1A

NUMERICAL STATEMENT & SCOPE OF SERVICES

NOVEMBER 1, 1983 TO MARCH 31, 1984

INSTRUMENTS ADMINISTERED		NUMBER ASSESSED
Brown-Holtzman Survey of Study Habits & Attitudes		127
California Achievement Test 19C		127
Dental Assisting	23	
Licensed Vocational Nursing	97	
Dental Assisting/Licensed Vocational Nursing	2	
California State and Local Government Test		2
Career Ability Placement Survey		62
Career Assessment Inventory		0
Chemistry Placement		2
Mathematics Tests		2,335
Arithmetic	1,160	
Algebra I	1,029	
Algebra II	97	
Others	49	
Davis Reading		19
Dental Assisting Vocational Certification Examination		288
Dental Hygiene Aptitude Test		0
Dental Hygiene National Certification Examination		24
Educational Developmental Laboratories Word Clues Test		46
Edwards Personal Preference Schedule		0
English Diagnostic #2		107
English Essay		1
English Tactics Examination		43
Educational Test Services Survey Instruments		36

French Placement	16
General Aptitude Test Battery (G.A.T.B.)	43
Handbook Test	18
Harbrace Diagnostic Test I	48
Holt-Rinehart Diagnostic Test	53
Individualized English Diagnostic Test	5
Kuder Occupational Interest Survey	0
McGraw-Hill Reading Test	77
McGraw-Hill Vocabulary Test	131
Michigan Aural Test	5
Michigan Essay	20
Michigan Test of English Language Proficiency	317
National Institute for Automotive Service Excellence	508
National League of Nursing Test	91
National League of Nursing Achievement Test	14
Nelson-Denny Reading Test	377
Nelson Reading Test	0
Norton Diagnostic Test	32
Practical English Handbook Test	14
Prescriptive Reading Inventory	0
Reading for Understanding Senior Examination	42
Self-Directed Search	43
Sequential Tests of Educational Progress (S.T.E.P.) - Science	6
Spanish Challenge Test	12
Spanish Placement Test	106
Stanford Diagnostic Reading	0
Stanford Test of Academic Skills (TASK)	2,826

Strong-Campbell Interest Inventory		276
Subject A Diagnostic Examination		0
Temperament & Values Inventory		16
Tests of Adult Basic Education (T.A.B.E.)		567
Wide Range Vocabulary		251
Supplemental Assessment Processing		1,717
French	32	
English as a Second Language	212	
Tennessee Self Concept Scale	202	
Student Personnel	436	
Career Center Referral	327	
Enabling Center	142	
Social Science	366	
Total Instruments Administered		10,845

TABLE 1B

AREA UTILIZATION OF SERVICES
NOVEMBER 1, 1983 TO MARCH 31, 1984

Allied Health	539
Social Science	570
Science, Math, and Engineering	2,341
Student Personnel	1,347
Language and Literature	4,950
English Second Language	554
Community	544
TOTAL	10,845

LEVELS OF COMPETENCY

An assessment sample which included 2,674 students in the November 1, 1983 to March 31, 1984 period revealed that 910 (34.0%) of our incoming and returning students were reading at or above the 13th grade level.

Of the remaining student population, 546 (20.5%) students were 1-2 years below the 13th year competency level, 601 (22.5%) were 3 years below, and 617 (23.0%) students were four or more years below the 13th year level. In this latter group it was found that 233 (8.7%) of the students were below the 7th grade reading competency level (Table 2A).

The conversion chart which explains the relationship of raw reading and English scores to grade equivalency levels is found in Table 5.

A further analysis of changes in reading grade levels which have occurred in comparable research periods can be found in Tables 2B and 3. Even though, the number of students in the data base varies each semester, there is a consistency in the percentages of students placing in each of the reading competency levels. The reading competency levels of spring semester students seem to be consistently lower when compared to fall semester students.

The continuing changes which have occurred in the number of students placing in each of the reading grade levels are found in Table 3. The decrease in the 13+ reading category reflects the variation existing in student competency levels between fall and spring semesters.

TABLE 2A

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

SPRING 1983 and SPRING 1984

GRADE LEVEL	1984 NUMBER [1]	1983 NUMBER [2]	1984 PERCENT [1]	1983 PERCENT [2]
13+	910	1,077	34.0	34.8
12 - 12.9	296	310	11.1	10.0
11 - 11.9	250	274	9.4	8.9
10 - 10.9	601	630	22.5	20.4
9 - 9.9	183	180	6.8	5.8
7 - 8.9	201	265	7.5	8.6
0 - 6.9	233	354	8.7	11.5
TOTALS	2,674	3,090	100.0	100.0

[1] November 1, 1983 to March 31, 1984

[2] November 1, 1982 to March 31, 1983

TABLE 2B

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

FALL 1982 and FALL 1983

GRADE LEVEL	1983 NUMBER [1]	1982 NUMBER [2]	1983 PERCENT [1]	1982 PERCENT [2]
13+	1,467	1,781	39.1	39.9
12 - 12.9	370	463	9.8	10.4
11 - 11.9	344	432	9.2	9.7
10 - 10.9	722	826	19.2	18.5
9 - 9.9	219	222	5.8	4.9
7 - 8.9	304	256	8.1	5.7
0 - 6.9	329	485	8.8	10.9
TOTAL	3,755	4,465	100.0	100.0

[1] April 1, 1983 to October 31, 1983

[2] April 1, 1982 to October 31, 1982

TABLE 3

COMPARISON OF CHANGE IN TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

GRADE LEVEL	SPRING, SUMMER, FALL 1983	FALL 1982 and SPRING 1983
13	-5.1	-0.8
12 - 12.9	1.3	1.1
11 - 11.9	0.2	0.5
10 - 10.9	3.3	2.1
9 - 9.9	1.0	1.0
7 - 8.9	-0.6	-1.1
0 - 6.9	-0.1	-2.8

LEVEL PLACEMENT OF ASSESSED STUDENTS

The assessment/placement process for the November 1, 1983 to March 31, 1984 research period placed a total of 1,438 students in Level 1 classes. This is a decrease of 5.3% when compared with the number placed in this level during the previous report period. There was also a decrease of 32.9% in the number of students who qualified for level 2 and a 22.9% decrease in the number eligible for Level 3 (Table 4). The differences in the number of students in the data base is caused by some students taking only part of the TASK.

Table 4 also reveals the following changes in reading placement when compared with the previous research period: a 9.8% decrease in the number of students placed in the basic reading level (English 70), a 3.7% increase in English 71, and 21.7% decrease in the English 72, 73 competency area.

TABLE 4

COMPARISION OF TASK PLACEMENT LEVELS
COMBINED READING AND ENGLISH SCORES

NOVEMBER 1, 1983 TO MARCH 31, 1984

(TOTAL - 2,351)

	LEVEL 1		LEVEL 2	LEVEL 3
	1,438			
COURSE(S)	(55)	(56)	(57 - 60)	(1A)
NUMBER	850	588	445	468
PERCENT	36.2%	25.0%	18.9%	19.9%

COMPARISION OF TASK PLACEMENT LEVELS
(READING ONLY)

(TOTAL - 2,674)

	GRADE EQUIVALENCY LEVELS		
	0 - 9	9.1 - 10.9	11+
		READING	
COURSE(S)	(70)	(71)	(72, 73, 74)
NUMBER	514	763	1,397
PERCENT	19.2%	28.5%	52.3%

TABLE 5

CONVERSION TABLE SHOWING
RELATIONSHIP OF ENGLISH AND READING RAW SCORES TO GRADE LEVEL PLACEMENT

GRADE LEVEL	AVERAGE OR RAW SCORES READING	AVERAGE OR RAW SCORES ENGLISH
13+	60 - 78	54 - 69
12 - 12.9	56 - 59	52 - 53
11 - 11.9	52 - 55	50 - 51
10 - 10.9	42 - 51	44 - 49
9 - 9.9	38 - 41	40 - 43
7 - 8.9	32 - 37	26 - 39
0 - 6.9	0 - 31	0 - 25

PROFILE OF STUDENTS TAKING TASK TEST
NOVEMBER 1, 1983 to MARCH 31, 1984

The demographic data included in this research period reflects the limited scope of the original collection attempt. The new survey form provides a much more detailed analysis of student plans and self-assessed needs.

Information revealed that 87.2% of the assessed students would prefer day courses. A total of 3.3% showed an interest in taking both evening and day programs (Table 6A).

There was an interest in occupational programs (56.9%). A total of 8.8% did not respond to this question.

The question about citizenship found that 11.8% were not U.S. citizens.

A total of 25.2% of the students who responded to the question on native language stated that they speak a language other than English at home.

The special programs question revealed that 9.5% were interested in some kind of help.

Research on part of the student demographic profile revealed that John F. Kennedy High School had the greatest number of students (170) taking the TASK during this period. The remainder of the city high schools in order of transfers was Sacramento High (155), Hiram Johnson (147), Adult High (138), C.K. McClatchy (125), and Luther Burbank (119). Students from high schools other than the city high schools constituted 63.2% of the total number who were assessed.

TABLE 6A

STUDENT DEMOGRAPHIC PROFILE

NOVEMBER 1, 1983 TO MARCH 31, 1984

Frequency

0|200|400|600|800|1000|1200|1400|1600|1800|2000|2200|2400|2600

ITEM

Division:

Day	_____	67.2%
Evening	_____	22.3%
Both	_	3.3%
None Indicated	___	7.2%

Planning to take occupationally oriented courses:

Yes	_____	56.9%
No	_____	34.9%
None Indicated	____	8.2%

Have been a U.S. citizen at least one year:

Yes	_____	81.4%
No	_____	11.8%
None Indicated	__	6.8%

Speak a language other than English at home:

Yes	_____	25.2%
No	_____	67.6%
None Indicated	___	7.2%

Participating in special programs, i.e. E.O.P.S.:

Yes	_____	9.5%
No	_____	82.0%
None Indicated	____	8.5%

TABLE 6B

STUDENT HIGH SCHOOL LAST ATTENDED AND TEST LOCATION

NOVEMBER 1, 1983 TO MARCH 31, 1984

Frequency

0|200|400|600|800|1000|1200|1400|1600|1800|2000|2200|2400|2600

ITEM

High School last Attended:

C.K. McClatchy (125)
__ 4.4%

John F. Kennedy (170)
__ 6.0%

Hiram Johnson (147)
__ 5.2%

Luther Burbank (119)
__ 4.2%

Sacramento High School (155)
__ 5.5%

Adult High School (138)
__ 4.9%

Other (1,785)
_____ 63.2%

None Indicated (187)
__ 6.6%

Test Location:

Sacramento City College (2,457)
_____ 87.6%

Davis (37)
_ 1.3%

Washington Barrio (19)
_ 0.7%

Mather (79)
_ 2.8%

Represa (23)
_ 0.8%

None Indicated (191)
_ 6.8%

STUDY OF STUDENT PROGRESS THROUGH DEVELOPMENTAL ENGLISH AND READING COURSES TO ENGLISH 1A

A preliminary attempt was begun during this research period to measure the extent of student movement up through the existing English and reading course structure.

The three semesters and summer session beginning with Fall 1982 and ending with Fall 1983 were chosen as the sample period. There were 1,210 enrolled in English 55 (Basic Writing), 56 (Developmental Writing), and 57 (College Writing) courses during Fall 1982 and these students became the data base. All of the transcripts for these students were provided by District office.

The results in this preliminary research revealed that of 320 students enrolled in English 55, a total of 78 went on to English 56. Of these 78, a total of 27 went on to English 57, but this number also included those students who reassessed and bypassed 56. Two of the 320 students originally placed in English 55 were evidently misplaced and entered directly from an English 55 placement into English 1A. Instructor placement was a factor in those instances.

The students who began in English 56 (308) had 87 who went on to English 57. Again there was movement out of 56 to 1A (College Composition) as well as a movement resulting from reassessment. A total of 20 of the original 308 students enrolled in English 56 went on to English 1A.

The English 57 course which enrolled 582 students during this period had 152 moving to English 1A (Table 7A).

The movement of students in and out of classes was considered another component. The study of the English 55 course revealed that 70 students dropped the course in Fall 1982 and 5 reenrolled during the research period.

The movement out of English 56 revealed that of the 61 who dropped back to English 55, 10 reenrolled into English 56, and four reassessed and entered English 57.

Seven students who dropped 57 (142 data base) dropped back to 56 and 31 reenrolled in 57. None bypassed English 57 and went into English 1A (Table 7B).

The research concerning the progress of students through the developmental education course (English 55-56-57) sequence to English 1A revealed that students who enrolled in English 55 (320) did not progress to 1A unless through reassessment or placement error (Table 7C).

The English 56 student (308) either did not reenroll or did not follow the structure of course sequence, of the (308) students in English 56 eight enrolled in 1A in Spring 1983 but one of these repeated English 1A during the Fall 1983 Semester. A total of 8 students enrolled subsequently in English 57 and one went on to English 1A in Summer 1983. The other 7 went onto English 1A in the Fall 1983 Semester.

One student moved from 56 to English 1A. This occurred in the 1983 summer session. This same type of irregular movement that is bypassing the prerequisite English course was evidenced by 1 other student who took English 56 in Fall 1982 and then enrolled in English 1A in Fall of 1983.

A total of 2 of the students who reenrolled in English 56 went on to English 57 (1) and then went into English 1A. One student bypassed English 57, reassessed and then went onto English 1A.

A total of 582 students were initially enrolled in English 57 in Fall 1982. There was a movement of 107 students into English 1A in the following (Spring 1983) semester. There was one repeat in the following summer session, while 14 repeated 1A in Fall 1983.

A total of 7 students skipped Spring 1983 and enrolled in English 1A in Summer 1983. Of these students one repeated the course in Fall 1983.

The repeat factor revealed that 5 students reenrolled in English 57 in Spring 1983 and of these students 5 went on to 1A.

Two students dropped back to English 56, and of these one went on to English 57 and then on to 1A. Of the original 2 students, one bypassed 57 and went directly to English 1A through the reassessment process.

One student reenrolled in 57 in the following summer session and then went on to English 1A. Out of the original 582 students enrolled in 57 a total of 30 students went directly to the 1A course.

TABLE 7A

NUMBER OF STUDENTS TAKING NEXT HIGHER LEVEL ENGLISH COURSE FROM FALL 1982 TO SPRING, SUMMER, OR FALL 1983

Enrollment Fall 1982		Enrolled in Courses during Spring, Summer, or Fall 1983
English 55 (320)	to	English 56 (78)
English 55 (320)	to	English 57 (27)
English 55 (320)	to	English 1A (2)
English 56 (308)	to	English 57 (87)
English 56 (308)	to	English 1A (20)
English 57 (582)	to	English 1A (152)

TABLE 7B

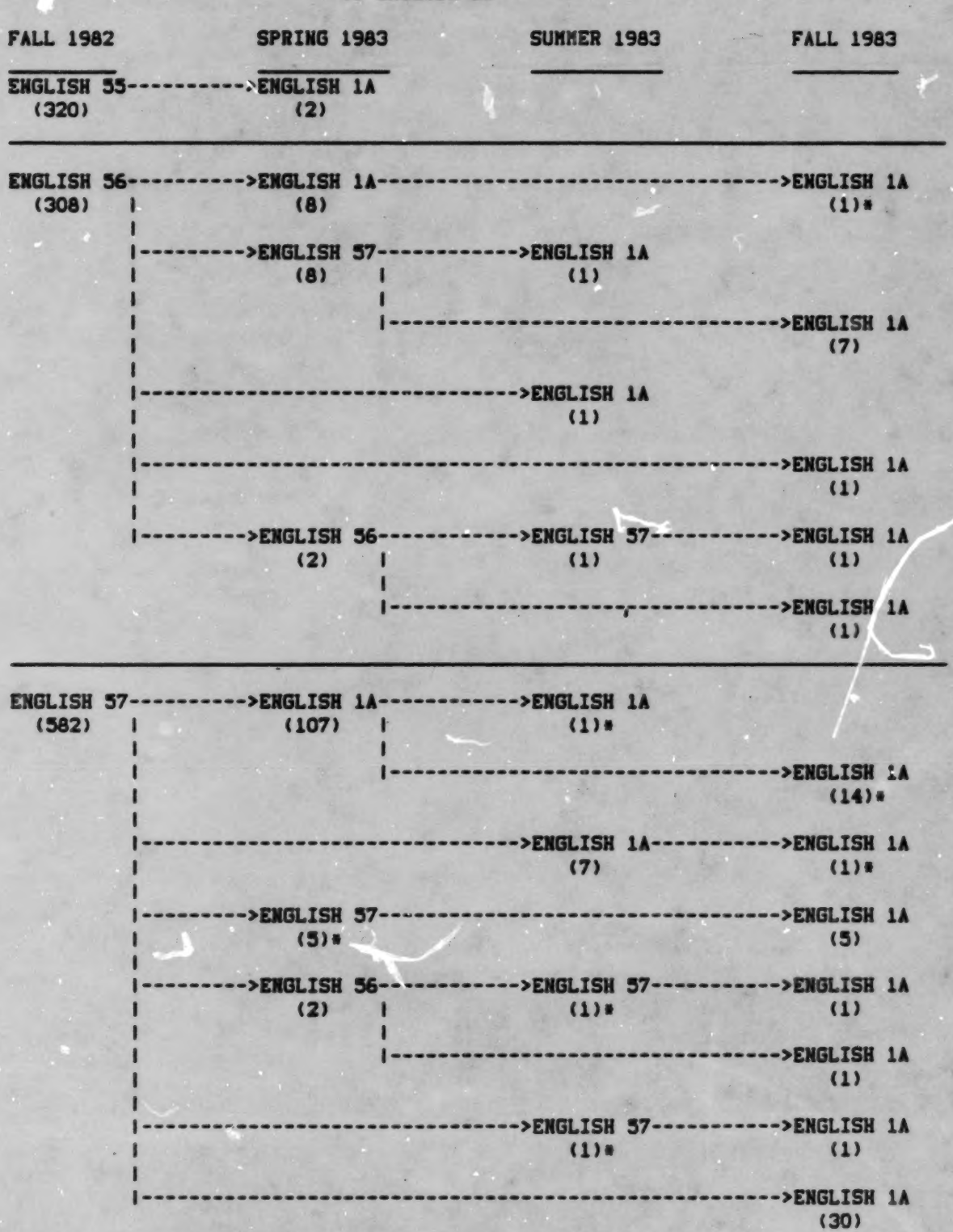
NUMBER OF STUDENTS REENROLLING AFTER WITHDRAWAL

FALL 1982 TO SPRING, SUMMER, OR FALL 1983

Enrollment Fall 1982		Reenrolled in Courses during Spring, Summer, or Fall 1983
English 55 (70)	to	English 55 (5)
English 56 (61)	to	English 55 (1)
English 56 (61)	to	English 56 (10)
English 56 (61)	to	English 57 (4)
English 57 (142)	to	English 56 (7)
English 57 (142)	to	English 57 (31)

TABLE 7C

NUMBER OF STUDENTS PROGRESSING THROUGH DEVELOPMENTAL ENGLISH COURSES TO ENGLISH 1A



* Indicates number of students who repeated a course.

STUDY OF THE GRADE DISTRIBUTION OF DEVELOPMENTAL EDUCATION COURSES

A study of the distribution of grades earned by students in English 55, 56, and 57 during the Fall 1982 Semester was conducted in an effort to evaluate grading consistency but more importantly to test for accuracy of student placement effected by assessment.

The English 55 profile revealed a 78.1% retention rate and a 59% success rate. The latter figure is derived from the percent of students who received a credit grade of "C" or better or "INC" in the course. This does not reflect the number of students who were asked to repeat the course by instructors (Table 8).

The English 56 course experienced an 80.2% retention rate. There is some variation in the issuance of grades other than a "CR" grade. A total of 2 students received "B" grades, 8 received "C" grades and 3 had "F" grades.

An analysis of the grading system used in English 57 revealed a retention rate of 75.6%. A total of 337 or 57.9% of the students enrolled in English 57 received a "C" or "CR" grade in the course. Previous research has shown that 338 of these students took the essay examination. The variation of 1 student between the number of students receiving "CR" or better grades and those who took the essay was the result of a challenge.

TABLE 8

GRADE DISTRIBUTION OF DEVELOPMENTAL EDUCATION COURSES

FALL 1982

ENGLISH 55			ENGLISH 56			ENGLISH 57		
Grade	Number	%	Grade	Number	%	Grade	Number	%
A	1	0.3	A	0	0.0	A	18	3.1
B	0	0.0	B	2	0.6	B	143	24.6
C	2	0.6	C	8	2.6	C	174	29.9
D	0	0.0	D	0	0.0	D	45	7.7
F	0	0.0	F	3	1.0	F	58	10.0
INC	2	0.6	INC	2	0.6	INC	0	0.0
W	70	21.9	W	61	19.8	W	142	24.4
CR	183	57.2	CR	169	54.9	CR	2	0.3
NC	61	19.1	NC	63	20.5	NC	0	0.0
H.S.	1	0.3	H.S.	0	0.0	H.S.	0	0.0
TOTAL(S):	320	100.0		308	100.0		582	100.0

ENGLISH 57 ESSAY EXAMINATION

There has been a 7.4% increase in the number of students passing the English 57 essay examination between the Spring 1984 and Fall 1984 Semesters (Tables 9A - B).

A student must receive at least two "3" grades to pass from two separate instructors. When a student receives a composite grade less than two "3's" such as a "3-2" then the essay is read by a third instructor.

The essay grade is used as a guide to instructors for grading purposes.

TABLE 9A

GRADING RESULTS OF THE ENGLISH 57 ESSAY EXAMINATION

SPRING 1984

0|05|10|15|20|25|30|35|40|45|50|55|60|65|70|75|80|85|90|95|100|105

1-1	(27)	_____	10.3%
1-1-1	(1)	_	0.4%
1-2	(27)	_____	10.3%
1-2-1	(1)	_	0.4%
1-2-2	(1)	_	0.4%
1-3-2	(1)	_	0.4%
2-1	(33)	_____	12.6%
2-1-2	(2)	__	0.7%
2-2	(105)	_____	39.9%
2-2-2	(3)	___	1.1%
2-3-1	(1)	_	0.4%
2-3-2	(15)	_____	5.7%
2-3-3	(6)*	___	2.3%
3-1-2	(1)	_	0.4%
3-1-3	(1)*	_	0.4%
3-2-2	(11)	_____	4.2%
3-2-3	(9)*	_____	3.4%
3-3	(14)*	_____	5.3%
3-4	(2)*	__	0.7%
4-3	(2)*	__	0.7%

Total: 263
No. Passing: 34/12.9%

* Indicates number of students passing the essay examination

TABLE 9B

GRADING RESULTS OF THE ENGLISH 57 ESSAY EXAMINATION

FALL 1984

0|05|10|15|20|25|30|35|40|45|50|55|60|65|70|75|80|85|90|95|100|105|110

1-1	(26)	7.9%
1-1-1	(1)	0.3%
1-2	(32)	9.7%
1-3-2	(3)	0.9%
1-3-3	(1)*	0.3%
2-1	(28)	8.5%
2-2	(118)	35.8
2-3-1	(1)	0.3%
2-3-2	(17)	5.2%
2-3-3	(9)*	2.7%
2-4-2	(1)	0.3%
3-1-2	(3)	0.9%
3-2-1	(1)	0.3%
3-2-1-1	(1)	0.3%
3-2-2	(30)	9.1%
3-2-3	(7)*	2.1%
3-3	(46)*	13.9%
3-3-2	(1)*	0.3%
3-4	(1)*	0.3%
4-2-2	(1)	0.3%
4-3	(1)*	0.3%
4-4	(1)*	0.3%

Total: 330
No. Passing: 67/20.3%
* Indicates number of students passing the essay examination.

THE PUENTE PROJECT

The Puente Project began during the Fall 1983 Semester. The purpose of the program was to bridge the gap between expressed educational career goals and reality. The basic educational component was an innovatively taught combination of pre-1A English courses.

The staffing included a counselor and an instructor who worked together to meet student needs.

The average reading scores of the students who were enrolled in the program approximated the 11th grade proficiency level. The standard deviation for the group was 10.34 which revealed a variance in this proficiency level (Table 10).

Reading course placement explains the degree of variance and the size of the standard deviation. Three students (14.3%) were eligible for English 70 the basic reading course, seven students (33.3%) placed into English 71, and 11 (52.4%) were in English 72.

The English course placement revealed that 4 (18.1%) of the students were eligible for English 55, 8 (36.4%) for English 56, 8 (36.4%) for English 57, and 2 (9.1%) qualified for placement into English 1A.

Final course grades revealed that 17 students (80%) received "C" or better grades in English 57. One student received a "D" grade and 3 had "F" grades.

TABLE 10

STUDENT ELIGIBILITY CRITERIA OF THE PUENTE PROJECT

FALL 1984

Average Reading Score	Standard Deviation	Grade Level
52.3	10.34	11.0

Reading Course Eligibility

70	71	72
—	—	—
3 14.3%	7 33.3%	11 52.4%

English Course Eligibility

55	56	57	1A
—	—	—	—
4 18.1%	8 36.4%	8 36.4%	2 9.1%

English 57

Grade Distribution

A	B	C	D	F
-	16	1	1	3

COMPARISON OF AVERAGE TASK READING/ENGLISH SCORES TO GRADES EARNED IN SELECTED COURSES, FALL 1983

Extensive research efforts over a seven year period have been devoted to evaluating the effectiveness of the assessment/placement process used in conjunction with non-English Department courses.

THE CONVERSION TABLE SHOWING RELATIONSHIP OF ENGLISH AND READING RAW SCORES TO GRADE LEVEL PLACEMENT (Table 5) can be used to determine both reading and English proficiency levels of the 204 students enrolled in Accounting 1A during the Fall 1983 Semester.

The students who received an "A" in the Accounting 1A course had average reading and English proficiency levels equal to the 13+ grade level. This was also true for the students who earned "B" grades.

The students who earned "C" grades fell into the 12th grade reading proficiency level while the average English proficiency levels of these students were equated to the bottom of the 11th grade.

There has never been a consistancy in the relationship of reading and English proficiency levels related to the "F" and incomplete grades and the Assessment Center has never been able to conduct research into why this deviation from the norm exists.

A deviation from the norm in which students with the higher reading and English proficiency levels earn the higher grades is found in certain subject areas such as Business 20 and Business 51. Both of these courses have not been under the existing assessment/placement area for sufficient time for research to be able to define with a high degree of accuracy the placement criteria needed for minimal student success.

The data base of the "INC" students is relatively small so any research into this component may not be relatively ineffective.

TABLE 11A

COMPARISION OF AVERAGE TASK READING
SCORES TO FINAL COURSE GRADES
FALL 1983

	A	B	C	D	F	INC	IP	CP
Accounting 1A	63.3	60.7	57.7	53.2	53.8	69.0	0	
(204)	(36)	(54)	(59)	(13)	(41)	(1)	-	260
Accounting 1B	63.6	60.4	59.3	60.5	66.1	0	0	
(92)	(19)	(22)	(38)	(6)	(7)	-	-	105
Accounting 60	54.5	54.6	50.5	50.7	50.5	0	0	
(138)	(32)	(26)	(31)	(19)	(30)	-	-	118
Biology 1A	68.2	68.7	60.3	60.4	63.8	0	0	
(51)	(9)	(17)	(12)	(7)	(6)	-	-	36
Biology 10	62.0	58.7	56.9	58.3	57.1	0	0	
(224)	(115)	(31)	(20)	(7)	(51)	-	-	89
Business A	46.1	45.8	41.9	45.8	48.7	23.0	0	
(50)	(13)	(13)	(7)	(10)	(6)	(1)	-	9
Business 18A	68.5	63.5	57.2	49.6	55.2	73.0	0	
(189)	(21)	(44)	(70)	(19)	(34)	(1)	-	235
Business 20	60.4	55.4	57.9	46.4	49.7	38.0	0	
(178)	(23)	(51)	(52)	(24)	(26)	(2)	-	203
Business 50	59.4	59.9	46.3	57.6	56.6	0	0	
(75)	(18)	(35)	(9)	(8)	(5)	-	-	18
Business 51	61.0	64.3	50.8	41.0	64.0	0	0	
(17)	(4)	(4)	(5)	(1)	(3)	-	-	18
D.P. 5	63.1	61.6	55.0	51.4	54.1	39.0	0	
(508)	(97)	(98)	(141)	(58)	(113)	(1)	-	504
Economics 1A	62.2	59.2	57.6	54.4	58.0	47.0	0	
(232)	(26)	(49)	(82)	(31)	(43)	(1)	-	245

Management 76	68.0	60.6	58.9	41.6	48.7	0	0	
(63)	(7)	(16)	(20)	(5)	(15)	-	-	56
Marketing 60	62.8	65.9	55.8	51.0	39.7	54.3	0	
(49)	(5)	(10)	(20)	(8)	(3)	(3)	-	43
Office Admin. 3A	57.8	52.2	47.1	0	47.0	70.0	48.8	
(263)	(61)	(112)	(59)	-	(7)	(1)	(23)	154

TABLE 11B

COMPARISION OF AVERAGE TASK ENGLISH
SCORES TO FINAL COURSE GRADES
FALL 1983

	A	B	C	D	F	INC	IP	CP****
Accounting 1A	56.7	56.4	52.1	52.4	50.7	59.0	0	
(192)	(35)	(49)	(56)	(13)	(38)	(1)	-	272
Accounting 1B	57.3	54.9	54.3	53.0	61.1	0	0	
(90)	(19)	(22)	(36)	(6)	(7)	-	-	107
Accounting 60	48.8	47.3	44.8	50.9	44.1	0	0	
(134)	(31)	(26)	(30)	(19)	(28)	-	-	122
Biology 1A	64.6	62.4	55.3	53.9	55.8	0	0	
(51)	(8)	(18)	(12)	(7)	(6)	-	-	37
Biology 10	57.0	53.8	50.1	49.4	51.0	0	0	
(218)	(111)	(30)	(20)	(7)	(50)	-	-	95
Business A	45.9	45.3	39.3	39.2	46.7	28.0	0	
(48)	(13)	(13)	(6)	(9)	(6)	(1)	-	11
Business 18A	59.4	56.7	52.5	44.9	48.2	59.0	0	
(182)	(20)	(44)	(67)	(18)	(32)	(1)	-	242
Business 20	54.0	52.7	49.2	44.6	44.5	39.5	0	
(168)	(21)	(43)	(52)	(24)	(26)	(2)	-	213
Business 50	59.3	53.1	44.3	54.1	50.8	0	0	
(75)	(18)	(35)	(9)	(8)	(5)	-	-	18
Business 51	56.8	57.3	52.8	47.0	52.5	0	0	
(16)	(4)	(4)	(5)	(1)	(2)	-	-	19
D.P. 5	56.9	56.1	50.6	48.0	45.6	52.0	0	
(488)	(95)	(96)	(133)	(53)	(110)	(1)	-	524
Economics 1A	56.4	56.4	53.5	47.7	51.8	33.0	0	
(220)	(25)	(46)	(76)	(30)	(42)	(1)	-	257

Management 76	60.6	52.8	49.9	32.6	44.5	0	0	
(61)	(7)	(16)	(18)	(5)	(15)	-	-	58
Marketing 60	57.4	58.9	49.1	47.0	35.0	50.0	0	
(46)	(5)	(10)	(20)	(6)	(2)	(3)	-	46
Office Admin. 3A	51.7	47.5	40.7	0	38.0	61.0	42.8	
(251)	(58)	(110)	(56)	-	(5)	(1)	(21)	176

SURVEY OF PSYCHOLOGY I ALTERNATIVE EDUCATION PROGRAM

Two members of the Psychology Department revised the usual curriculum format of two Psychology 1 courses. These two courses were divided into two sections, each of which contained students of similar reading proficiency. The curriculum foremat of the sections containing the lover reading proficiency students vas changed to include a more innovative approach.

The nine o'clock course vas divided into sections 1A and 1B. The 1A section contained students whose mean reading scores were above 52.4. This is basically at the 11th grade or above reading proficiency level. The results revealed that it took a 13+ reading grade level to pass the course with a "C" grade. Again there vas the usual phenomena of very proficient students earning "D," "F," and "INC" grades (Table 5 and 12A).

The 1B section, during the same time period, contained 13 students whose mean reading score vas belov 52.4. In this instance seven students received "C" or better grades while reading at the top of the 9th and bottom of the 10th reading grade levels (Table 13B). Research from the Spring 1982 report revealed that an average 54.4 (11th grade) rav reading score vas needed for a "C" or better grade.

The second course contained sections 2A + 2B. The 2A section contained students with mean reading scores of 52.9 or above. The students who earned "C" or better grades had average reading score of 55.0 or better. The students with the highest average reading score (64.1) received the highest grades. The 64.1 average reading score correlates to a 13+ reading level (Table 12B).

When all students are grouped into a common data base, it vas found that an approximate 11th grade reading grade level vas needed by all students to to receive a "C" or higher grade. The varying size of the standard deviation

reflects the heterogeneous nature of the "B" and "C" groups. The 9 students in the lower ability groups who earned "B" and "C" grades contributed to this heterogeneity. The 6.16 standard deviation reflected a closer approximation to homogeneity.

TABLE 12A

PSYCHOLOGY I - TASK READING SCORES RELATED TO FINAL COURSE GRADES -

FALL 1984

SECTION ONE A[1]

A	B	C	D	F	INC
61.3	63.0	61.1	63.0	62.7	63.0
3	5	7	1	3	1

PSYCHOLOGY I - TASK READING SCORES RELATED TO FINAL COURSE GRADES -

SECTION ONE B[2]

A	B	C	D	F	INC
-	42.0	40.0	39.5	23.5	-
	2	5	4	2	

[1] Above 52.4 mean raw reading score.

[2] Below 52.4 mean raw reading score.

TABLE 12B

PSYCHOLOGY I - TASK READING SCORES RELATED TO FINAL COURSE GRADES - FALL 1984

SECTION TWO A[1]

A	B	C	D	F	INC
64.1	63.0	55.0	54.0	59.0	69.0
7	1	2	1	1	1

PSYCHOLOGY I - TASK READING SCORES RELATED TO FINAL COURSE GRADES -

SECTION TWO B[2]

A	B	C	D	F	INC
-	-	41.5	35.3	-	-
		2	4		

[1] Above 52.3 mean raw reading score.

[2] Below 52.3 mean raw reading score.

TABLE 12C

PSYCHOLOGY I - TASK READING SCORES RELATED TO FINAL COURSE GRADES -

FALL 1984

COMPOSITE

A	B	C	D	F	INC
63.4[1]	57.8	51.3	41.6	49.0	66.0
10[2]	8	16	10	6	2
(6.16)[3]	(10.63)	(11.79)	(11.49)	(18.95)	(3.00)

[1] Average TASK reading score.

[2] Frequency

[3] Standard deviation

STUDENT WAIVERS

VOLUME AND REASONS

Spring 1984

The waiver process involved 267 students during the Spring 1984 Semester. The use factor by division is as follows:

Language Arts and Literature Division:	190
Science, Math and Engineering Division:	57
Occupational Technology Division:	16
Business Division:	4

English 1A, 1B, 72, French 1A, Spanish 1A, Chemistry 1A, Math 13, and Math 9C were courses most frequently involved in the process.

TABLE 13A

REASONS FOR STUDENTS WAIVERS
SPRING SEMESTER 1984

LANGUAGE ARTS AND LITERATURE

	English						Reading			Literature			
	1C	1B	1A	57	56	55	72	71	70	45	35	25	22
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	1	5	5	3			2		1	1			1
2. Had SAT 500+ or 45 verbal			2				1						
3. Had ACT 21+			1										
4. Took qualifying test at another college		12	29										
5. Took prerequisite or demonstrated proficiency equivalent to course at another college							18				1		1
6. Had degree from S.C.C.													
7. Had degree from another college													1
8. Had TOEFL score			2			1							
9. Certified by outside agency													
10. Instructor or counselor approval													
11. Took prerequisite class in high school													
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College		3	5	7	1	1	7	2	1				
Totals: (115)	1	20	44	10	1	2	28	2	2	1	1		3

TABLE 13B

REASONS FOR STUDENT WAIVERS
SPRING SEMESTER 1984

LANGUAGE ARTS AND LITERATURE

	ESL Level			Chinese	French			German	Spanish			
	III	II	I	1A	1B	1A	50B	1A	2A	1B	1A	50B
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.				1	1				2			
2. Had SAT 500+ or 45 verbal												
3. Had ACT 21+												
4. Took qualifying test at another college												
5. Took prerequisite or demonstrated proficiency equivalent to course at another college		1	3		2		1			2		
6. Had degree from S.C.C.												
7. Had degree from another college												
8. Had TOEFL score	4	1										
9. Certified by outside agency												
10. Instructor or counselor approval			1									
11. Took prerequisite class in high school												
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College		2										
13. No prior related experience	1	1	1	1	1	20	1	2	1	1	22	2
Totals: (75)	5	5	5	2	4	20	2	2	3	3	22	2

TABLE 13C

REASONS FOR STUDENT WAIVERS
SPRING SEMESTER 1984

OCCUPATIONAL TECHNOLOGY

	Cosmotology 50	Electronics Tech 30/51	Metals Tech A	Metals Tech 50	Photography 40
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.		4		2	
2. Had SAT 500+ or 45 verbal					
3. Had ACT 21+					
4. Took qualifying test at another college					
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	1	1	2	1	1
6. Had degree from S.C.C.					
7. Had degree from another college					
8. Had TOEFL score					
9. Certified by outside agency					
10. Instructor or counselor approval					
11. Took prerequisite class in high school					
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College		2		1	1
Totals: (16)	1	7	2	4	2

TABLE 13D

REASONS FOR STUDENT WAIVERS
SPRING SEMESTER 1984

SCIENCE, MATH, & ENGINEERING

	Biology			Chemistry		Mathematics												
	8B	8A	6	2B	1A	9C	9B	9A	42	29	22	16A	15	13	B	A	X	W
1. Took prerequisite or demonstrated proficincy equivalent to course at S.C.C.		4		1	2					1			1	1			1	
2. Had SAT 500+ or 45 verbal																		
3. Had ACT 21+																		
4. Took qualifying test at another college																		
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	1	1	1		5	2	1	1	1	2	1	5			3	1		
6. Had degree from S.C.C.																		
7. Had degree from another college																		
8. Had TOEFL score																		
9. Certified by outside agency																		
10. Instructor or counselor approval								1										
11. Took prerequisite class in high school																		
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College				1	4		1							8			3	2
Totals: (55)	1	5	1	2	11	2	2	1	1	3	1	5	1	9	3	1	4	2

TABLE 13E

REASONS FOR STUDENT WAIVERS
SPRING SEMESTER 1984

SCIENCE, MATH, & ENGINEERING

	Physics 4A	Statistics 1
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.		1
2. Had SAT 500+ or 45 verbal		
3. Had ACT 21+		
4. Took qualifying test at another college		
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	1	
6. Had degree from S.C.C.		
7. Had degree from another college		
8. Had TOEFL score		
9. Certified by outside agency		
10. Instructor or counselor approval		
11. Took prerequisite class in high school		
12. Took prerequisite course at other Los Rios College		
Totals: (2)	1	1

TABLE 13F

REASONS FOR STUDENTS WAIVERS
SPRING SEMESTER 1984

BUSINESS

	Business General		Computer Science		Office Administration	
	50	A	5		33	3A
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	1	-	-		-	-
2. Had SAT 500+ or 45 verbal						
3. Had ACT 21+						
4. Took qualifying test at another college						
5. Took prerequisite or demonstrated proficiency equivalent to course at another college		1	1			1
6. Had degree from S.C.C.						
7. Had degree from another college						
8. Had TOEFL score						
9. Certified by outside agency						
10. Instructor or counselor approval						
11. Took prerequisite class in high school						
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College						
Totals: (4)	1	1	1			1

SCOPE OF SERVICES - APRIL 1, 1984 to OCTOBER 31, 1984

The limited nature of this facet of the research effort includes some information relative to the number and scope of services during the April 1, 1984 to October 31, 1984 (Tables 1A and 15A).

Changes occurred in the following numbers:

	Table 1A	Table 15A	% Change
California Achievement Test 19C	122	368	201.6%
Mathematics	2,335	3,402	45.7%
English Placement Cards *	0	1,687	100.0%
E.S.L. Placement Cards *	0	221	100.0%
Michigan Test of English Language Proficiency	317	835	163.4%
Stanford Test of Academic Skills	2,826	6,385	125.9%
Supplemental Assessment Processing	1,717	643	-167.0%
Assessment Volume	10,845	16,913	56.0%

The comparative numbers in the Area of Utilization of Services had these differences (Table 1B and 15B).

Social Science	570	344	-65.7%
Science, Math. and Engineering	2,341	3,408	45.6%
Student Personnel	1,347	467	-188.4%
Language and Literature	4,950	8,308	67.8%
English as a Second Language	554	1,046	88.8%

The increase in the math area is the result of the gradual movement of that department into a formalized assessment/placement process.

The large reduction in the amount of services provided to Student Personnel resulted from the depletion of the existing supply of the Strong Vocational Interest Inventory.

* Not recorded in prior research.

The shift which occurred in the Language and Literature Division reflects the increased utilization level of reading scores by many of the departments on campus. The volume of the October assessment which occurred during the high school outreach effort was another factor.

The growth in the use of the Michigan Test of English Language Proficiency (E.S.L.) accurately predicted an impact on the required number of such course offerings.

TABLE 14A

NUMERICAL STATEMENT & SCOPE OF SERVICES

APRIL 1, 1984 TO OCTOBER 31, 1984

INSTRUMENTS ADMINISTERED		NUMBER ASSESSED
A.P.H.A.T.		5
Brown-Holtzman Survey of Study Habits & Attitudes		67
California Achievement Test 19C		368
Dental Assisting	33	
Licensed Vocational Nursing	335	
Career Assessment Inventory		1
Chemistry Placement		1
Mathematics Test		3,402
Arithmetic	1,330	
Algebra I	433	
Basic Algebra	1,145	
Algebra II	117	
Pre-Calculus	342	
Others	35	
Davis Reading		23
English Diagnostic #2		11
English Essay		5
English Placement Cards *		1,687
E.S.L. Placement Cards *		221
French Placement		23
Gates MacGinity		2
General Aptitude Test Battery (G.A.T.B.)		62
Harbrace Diagnostic Test I		38

* Not recorded in prior research.

Individualized English Diagnostic Test		16
McGraw-Hill Reading Test		88
McGraw-Hill Vocabulary Test		186
Michigan Aural Test		20
Michigan Essay		4
Michigan Test of English Language Proficiency		835
Adult School	270	
Level Placements	565	
National League of Nursing Test		63
National League of Nursing Achievement Test		7
Nearing/McGrath Modules Test		76
Nelson-Denny Reading Test		346
Nelson Reading Test		27
Sequential Tests of Educational Progress (S.T.E.P.) - Science		5
Spanish Challenge Test		18
Spanish Placement Test		187
Stanford Diagnostic Reading		95
Stanford Test of Academic Skills (TASK)		6,385
(New) TASK Form E & F	2,543	
(Old) TASK Form 2A & 2B	3,842	
Strong-Campbell Interest Inventory		285
Temperament & Values Inventory		47
Tests of Adult Basic Education (T.A.B.E.)		534
T.O.E.F.L.		174
Waivers		571
Wide Range Vocabulary		136

Supplemental Assessment Processing		892
Foreign Language	112	
English as a Second Language	187	
Social Science	344	
Community	249	
Total Instruments Administered		16,913

TABLE 14B

AREA UTILIZATION OF SERVICES
APRIL 1, 1984 TO OCTOBER 31, 1984

Allied Health	438
Social Science	344
Science, Math, and Engineering	3,408
Student Personnel	467
Language and Literature	8,308
English Second Language	1,046
Placement and Waiver Cards Issued	2,653
Community	249
TOTAL	16,913

LEVELS OF COMPETENCY

An assessment sample which included 3,698[1] students in the April 1, 1984 to October 31, 1984 period revealed that 1,473 (39.8%) of our incoming and returning students were reading at or above the 13th grade level.

Of the remaining student population, 795 (21.5%) were 1-2 years below the 13th year competency level, 738 (20.0%) were 3 years below and 692 (18.7%) were four or more years below the 13th year level. In this latter group it was found that 276 (7.5%) of the students who were assessed fell below the 7th grade reading competency level (Table 15B).

The conversion chart which explains the relationship of raw reading scores to grade equivalency levels is found in Table 5.

A further analysis of changes in reading grade levels which have occurred in comparable research periods can be found in Table 15B. Even though, the number of students in the data base varies each semester, there is a consistency in the percentages of students placing in each of the reading competency levels.

[1] This total does not include the new forms of the TASK (E&F).

TABLE 15A

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

FALL 1983 and FALL 1984

GRADE LEVEL	1984 NUMBER [1]	1983 NUMBER [2]	1984 PERCENT [1]	1983 PERCENT [2]
13+	1,473	1,467	39.8	39.1
12 - 12.9	407	370	11.0	9.8
11 - 11.9	388	344	10.5	9.2
10 - 10.9	738	722	20.0	19.2
9 - 9.9	198	219	5.3	5.8
7 - 8.9	218	304	5.9	8.1
0 - 6.9	276	329	7.5	8.8
TOTAL	3,698 [3]	3,755	100.0	100.0

1 April 1, 1984 to October 31, 1984

2 April 1, 1983 to October 31, 1983

3 This total does not include the new forms of the TASK (E&F).

TABLE 15B

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

SPRING 1983 and SPRING 1984

GRADE LEVEL	1984 NUMBER [1]	1983 NUMBER [2]	1984 PERCENT [1]	1983 PERCENT [2]
13+	910	1,077	34.0	34.8
12 - 12.9	296	310	11.1	10.0
11 - 11.9	250	274	9.4	8.9
10 - 10.9	601	630	22.5	20.4
9 - 9.9	183	180	6.8	5.8
7 - 8.9	201	265	7.5	8.6
0 - 6.9	233	354	8.7	11.5
TOTAL	2,674	3,090	100.0	100.0

[1] November 1, 1983 to March 31, 1984

[2] November 1, 1982 to March 31, 1983

TABLE 15C

COMPARISON OF CHANGE IN TOTAL TASK READING SCORES ACCORDING TO GRADE LEVELS

GRADE LEVEL	FALL 1983, SPRING 1984	SPRING, SUMMER, FALL 1983
13	5.8	0.7
12 - 12.9	-0.1	1.2
11 - 11.9	1.1	1.3
10 - 10.9	-2.5	0.8
9 - 9.9	-1.5	-0.5
7 - 8.9	-1.6	-2.2
0 - 6.9	-1.2	-1.3

LEVEL PLACEMENT OF ASSESSED STUDENTS

The analysis of the placement of students who took the TASK 2B into the respective English course levels revealed that 1,704 (50.4%) of the students fell into Level One (English 55 and 56). A total of 826 (24.4%) were in Level Two (English 57) and finally 853 (25.2%) were eligible for Level Three (English 1A), (Table 17).

The reading course placement had 586 (15.8%) in English 70, 946 (25.8%) in English 71, and 2,166 (58.8%) in English 72-3-4.

This highest reading course begins with the 11th grade reading proficiency level.

TABLE 16

COMPARISION OF TASK PLACEMENT LEVELS
COMBINED READING AND ENGLISH SCORES

APRIL 1, 1984 TO OCTOBER 31, 1984

(TOTAL - 3,383)

	LEVEL 1		LEVEL 2	LEVEL 3
	1,704			
COURSE(S)	(55)	(56)	(57 - 60)	(1A)
NUMBER	953	751	826	853
PERCENT	28.2%	22.2%	24.4%	25.2%

COMPARISION OF TASK PLACEMENT LEVELS
(READING ONLY)

(TOTAL - 3,698)

	GRADE EQUIVALENCY LEVELS		
	0 - 9	9 - 10.9	11+
		READING	
COURSE(S)	(70)	(71)	(72, 73, 74)
NUMBER	586	946	2,166
PERCENT	15.8%	25.6%	58.6%

PROFILE OF STUDENTS TAKING TASK
APRIL 1, 1984 TO OCTOBER 31, 1984

There were variations in the informational data base when one compares the last two six month periods.

The Fall 1984 statistics had 21.3% of the students planning to attend evening courses. This was a drop of 1% when the previous six months percentages are considered. The day percentage increased by 4.9% (Tables 6A and 18).

The interest in occupationally oriented courses decreased by 8.2% in the last six month period. Additional changes occurred in the responses to the questions relating to citizenship, foreign language usage, and special programs (Table 18A).

There was a shift in the student demographic profile as related to the high schools which the Fall 1984 students last attended. C. K. McClatchy was the principal source of such students with 1,124 or 17.6% of the new fall students. John F. Kennedy was represented by 357 (5.6%), Luther Burbank 182 (2.9%), Hiram Johnson 181 (2.8%), Sacramento High 176 (2.8%) and Adult 118 (1.8%). Students from high schools outside Sacramento City Schools who took the test and stated an intention to enroll totaled 1,970 (30.9%) of the sample. A total of 2,270 (35.6%) did not respond to this question (Table 18B).

TABLE 17A

STUDENT DEMOGRAPHIC PROFILE
GENERAL INFORMATION
APRIL 1, 1984 TO OCTOBER 31, 1984

Frequency

0|200|400|600|800|1000|1200|1400|1600|1800|2000|2200|2400|2600

ITEM

Division:
- Day _____ 62.3%
- Evening _____ 21.3%
- Both _ 2.3%
- None
- Indicated___ 14.1%

Planning to take occupationally oriented courses:
- Yes _____ 48.7%
- No _____ 34.0%
- None
- Indicated____ 17.3%

Have been a U.S. citizen at least one year:
- Yes _____ 73.0%
- No _____ 12.4%
- None
- Indicated__ 14.6%

Speak a language other than English at home:
- Yes _____ 22.8%
- No _____ 60.9%
- None
- Indicated___ 16.3%

Participating in special programs, i.e. E.O.P.S.:
- Yes _____ 5.8%
- No _____ 75.2%
- None
- Indicated____ 19.0%

TABLE 17B

STUDENT DEMOGRAPHIC PROFILE
HIGH SCHOOL LAST ATTENDED
APRIL 1, 1984 TO OCTOBER 31, 1984

Frequency

0|200|400|600|800|1000|1200|1400|1600|1800|2000|2200|2400|2600

ITEM

High School last Attended:

C.K. McClatchy (1,124)
__ 17.6%

John F. Kennedy (357)
__ 5.6%

Hiram Johnson (181)
__ 2.8%

Luther Burbank (182)
__ 2.9%

Sacramento High School (176)
__ 2.8%

Adult High School (118)
__ 1.8%

Other (1,970)
_____ 30.9%

None Indicated (2270)
__ 35.6%

Test Location:

'Sacramento City College (3,191)
_____ 81.3%

Davis (46)
_ 1.2%

Washington Barrio (30)
_ 0.8%

Mather (99)
_ 2.5%

Represa (37)
_ 0.9%

None Indicated (520)
_ 13.3%

STUDENT WAIVERS
VOLUME AND REASONS
Fall 1984

The vaiver process used during this period included a multitude of variables and involved a total of 609 individual student contacts.

The Language Arts and Literature Division represented 425 of the required transcript evaluations. The principle courses involved were English 1A and 72.

The Occupational Technology Division contributed 50 vaivers with the Electronics 30/51 courses requiring the principle effort in evaluating prior experience.

Science, Math, and Engineering required 117 prior course experience evaluations. The Chemistry 1A and Mathematics X, A, and 13 courses accounted for 59 contacts.

TABLE 18A

REASONS FOR STUDENT WAIVERS
FALL SEMESTER 1984

LANGUAGE ARTS AND LITERATURE

		ENGLISH							READING			LITERATURE				
		1C	1B	1A	57	56	55	53	72	71	70	39	35	19	22	30
1.	Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	2	12	16	1	1		1	14		7			1	1	
2.	Had SAT 500+ or 45 verbal			28					28							
3.	Had ACT 21+			3					3							
4.	Took qualifying test at another college															
5.	Took prerequisite or demonstrated proficiency equivalent to course at another college		20	47	4	2	2	2	43	1	3	2				
6.	Had degree from S.C.C.															
7.	Had degree from another college								2							
8.	Had TOEFL score			2					2							
9.	Certified by outside agency															
10.	Instructor or counselor approval			1					1							
11.	Took prerequisite class in high school															
12.	Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College		5	28	13	7	7		29	7			1			1
Totals:	(350)	2	37	125	18	10	9	3	122	8	10	2	1	1	1	1

TABLE 18B

REASONS FOR STUDENT WAIVERS
FALL SEMESTER 1984

LANGUAGE ARTS AND LITERATURE

		ESL LEVEL			CHINESE	FRENCH			GERMAN		SPANISH		
		II1-	11	-1	2A	2A	2B	1A	2A	1B	2A	1B	1A
1.	Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	1	1			2	1		3	1	1	1	
2.	Had SAT 500+ or 45 verbal												
3.	Had ACT 21+												
4.	Took qualifying test at another college												
5.	Took prerequisite or demonstrated proficiency equivalent to course at another college												
6.	Had degree from S.C.C.												
7.	Had degree from another college												
8.	Had TOEFL score	6	10	3									
9.	Certified by outside agency												
10.	Instructor or counselor approval			1									
11.	Took prerequisite class in high school												
12.	Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College	2	1	1									
13.	No Prior related experience				1	2		21					18
Totals: (75)		9	12	5	1	2	1	21	3	1	1	1	18

TABLE 18C

REASONS FOR STUDENT WAIVERS
FALL SEMESTER 1984

OCCUPATIONAL TECHNOLOGY

	Aero	Cosmotology	Elect. Tech			Metals Tech	Photo-graphy	Printing
		50	30/51	A	60/61	50	40	
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.		3	20	1		3	2	1
2. Had SAT 500+ or 45 verbal								
3. Had ACT 21+								
4. Took qualifying test at another college								
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	3		5	1		3		1
6. Had degree from S.C.C.								
7. Had degree from another college								
8. Had TOEFL score								
9. Certified by outside agency								
10. Instructor or counselor approval								
11. Took prerequisite class in high school								
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College		1	1	1	1	1	2	
Totals: (50)	3	4	26	3	1	7	4	2

TABLE 18D

REASONS FOR STUDENT WAIVERS
FALL SEMESTER 1984

SCIENCE, MATH, & ENGINEERING

	Biology			Chemistry			Mathematics											
	1A	8A	6	12A	2B	1A	9C	9B	9A	42	29	22	16A	15	13	B	A	X	W
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	2		2			2			3		1			1	13		2	1	1
2. Had SAT 500+ or 45 verbal																	1		
3. Had ACT 21+	1																		
4. Took qualifying test at another college																			
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	1	1	1		1		2			7		4			1	8	1	2	3
6. Had degree from S.C.C.																			
7. Had degree from another college																	1		
8. Had TOEFL score																			
9. Certified by outside agency																			
10. Instructor or counselor approval									1										
11. Took prerequisite class in high school									1										
12. Took prerequisite or demonstrated proficiency equivalent to course at other Los Rios College	1	1	1		1	1		1	3						1		5	3	2
Totals: (102)	5	2	4	1	2	8		1	15		5			2	30	1	11	10	5

TABLE 18E

REASONS FOR STUDENT WAIVERS
FALL SEMESTER 1984

SCIENCE, MATH, & ENGINEERING

	Physics 4A	Statistics 1
1. Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.		1
2. Had SAT 500+ or 45 verbal		
3. Had ACT 21+		
4. Took qualifying test at another college		
5. Took prerequisite or demonstrated proficiency equivalent to course at another college	1	
6. Had degree from S.C.C.		
7. Had degree from another college		
8. Had TOEFL score		
9. Certified by outside agency		
10. Instructor or counselor approval		
11. Took prerequisite class in high school		
12. Took prerequisite course at other Los Rios College		
Totals: (3)	1	2

TABLE 18F

REASONS FOR STUDENTS WAIVERS
FALL SEMESTER 1984

BUSINESS

		Business General			Computer Science	Office Administration
		50	A	60	5	3A 33
1.	Took prerequisite or demonstrated proficiency equivalent to course at S.C.C.	3		1	1	2
2.	Had SAT 500+ or 45 verbal					
3.	Had ACT 21+					
4.	Took qualifying test at another college					
5.	Took prerequisite or demonstrated proficiency equivalent to course at another college	1	1			8
6.	Had degree from S.C.C.					
7.	Had degree from another college					
8.	Had TOEFL score					
9.	Certified by outside agency					
10.	Instructor or counselor approval					
11.	Took prerequisite class in high school					
Totals: (17)		4	1	1	1	10

ADDENDUM

THE ASSESSMENT PLACEMENT NEEDS

The following memo was sent on January 16, 1985 to the College Dean charged with the responsibility for Assessment practices at Sacramento City College:

SOFTWARE

1. This last year, the Sacramento City College Assessment Center has received an estimated $90,000.00 worth of complimentary software services from students participating in Senior Data Processing Projects at Sacramento State College. The savings to the District over a five year period of just one of these projects - the automated update system for the data master file - approximates $53,280.00. Another project was concerned with the diagnostic breakdown, storage and collation of the California Achievement Test results. (This test is used by the Licensed Vocational Nursing and Dental Assisting Programs in Los Rios.) The last major software project created the mathematics program(s). This included storage capability for each diagnostic component in all of the math tests used for placement purposes: arithmetic, algebra, geometry, trigonometry, precalculus, and the calculus. The TASK (Stanford Test of Academic Skills) used at Cosumnes River College was part of this project design. A project is underway now which will add the Michigan Tests and Nelson-Denny Reading Test results to the IBM-XT computer. The final copies of each completed project are on file in the S.C.C. Assessment Center.

2. A new two page answer sheet was approved in the Chancellor's Cabinet and will result in a need for approximately 80 hours of software time to revise the existing software package now used by the TASK. Items from the form presently used at S.C.C. have been altered and their position on the answer sheet has been changed. This software change will become pressing when the supply of new answer sheets is received in about six weeks. Paul Steed has been advised about this need.

PERSONNEL NEEDS

1. The District-Wide Assessment Task Force made specific recommendations regarding personnel needs. C.R.C. has advertised and filled a Assessment Center Testing Coordinator position, but there seems to be no movement toward implementing the total personnel recommendations. A .66 Director was recommended for C.R.C. and a .5 position for Placerville. These recommendations included a full-time Assessment Center Specialist at American River College, and a second such position at Sacramento City College. C.R.C. and Placerville were to receive a .66 and .5 Specialist position, respectively. Also recommended were 1/2 time Clerk III positions at Sacramento City College, American River College, Placerville and C.R.C.

The financial support for all Directors and classified positions were to be in addition to the certificated and classified funds presently allocated to each campus. The present Clerk III position at S.C.C. derives 65% or its funding from E.O.P.S. type resources. This may soon present an audit problem and therefore consideration might begin toward shifting the cost to regular District classified funding.

2. These personnel requests are predicated on the need for continued expansion of research efforts. Existing personnel cannot be expected to continue to absorb expansion rates of 14-26% every 6 months. The latest research revealed that S.C.C. has had assessment contacts with 16,094 students during the last 6 month period.

STUDENT HELP NEEDS

1. There is a need to standardize and establish a stable support base for this category of needs. Cost projections for each Center in the District were recommended by the Assessment Task Force. At present no additional District level funding for this need has appeared on any campus with

the result that funds from other resources either do not exist or will be depleted by the middle of March 1985.

2. C.R.C. and Placerville have no such funding.

3. A.R.C. has relatively little funding for this purpose.

4. S.C.C. suffered a $3,800.00 decrease in funding from V.E.A. as the result of increasing computer capability. This cut was in addition to $3,300.00 reduction in the recommended allocation in Student Help from the S.C.C. Campus Budget Committee. The V.E.A. reduction was based on an assumption that a new computer immediately reduces the need for student help. Some 80% of our data base is not yet on the computer. This means that there has to be manual retrieval capability for any credible research effort. Additional monies derived from the $4,500.00 allocation involved in the Sacramento City High School Outreach effort and the available grant funds should make it possible to complete the 1984-85 year.

Since this memo was sent, District has responded positively to an attempt to meet all of the concerns which were expressed. Specifically a recommendation has been made to fund and thereby employ a programmer to create the needed software. This person would work with the software capability now in place at the S.C.C. Assessment Center.

The Turbo-Pascal language has been accepted for use in this process with the understanding that personnel will be available to service the program when changes are needed.

The permanent personnel component may have to be considered after July 1st. This may include a decision as to filling position(s) created by resignation as well as new positions.

The student help support may be enhanced by one time funding available during the 1984-85 budget year.

Another basic problem is related to the need for an interest inventory to fill a void in the present assessment offerings. National Computer Systems has developed a software package and a specialized optical scanner which when linked to our present IBM-XT could provide an in house narrative printout for the Strong Vocational Interest Inventory. The cost to District of this one time expense would approximate $6,500.00.

The net effect would reduce the unit cost for the S.V.I.I. to $1.90 as compared to the present cost of between $2.90 to $4.60 which the District now has to pay.

When one considers that the District traditionally uses close to 4,500 Strong Inventories in a year the savings in just one year could come close to retrieving the initial software and hardware costs.

THE HIGH SCHOOL OUTREACH STUDY

Fall 1984

Preface

In the past, the Center has detailed results on the trends relating to the high school outreach effort. Departmental pressures relating to increased work load have had a profound inpact on the amount of time which can be directed to research.

Rather than denying interested collegues some rather important information relative to the performance levels of the 11th grade high school students who participated in the project, it was felt that presenting the information in tabular form would be quite valuable. (See Addendum Section XXIX.)

TABLE 1A American Legion

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	0	-	- -	0	-	- -	-
Black/Not of Hispanic origin*	4	66.7	36.5* 15.42**	4	66.7	16.5 7.72	33.8 15.13
White/Not of Hispanic origin*	0	-	- -	0	-	- -	- -
Hispanic*	2	33.3	38.5 23.33	2	33.3	17.0 14.14	36.0 36.77
Filipino*	0	-	- -	0	-	- -	- -
Other*	0	-	- -	0	-	- -	- -
No Response*	0	-	- -	0	-	- -	- -
Total Students not completing reading or spelling/English sections*	0			0			
Total*	6			6			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1B Argonaut

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	0	-	- -	0	-	- -	- -
Black/Not of Hispanic origin*	6	50.0	38.8* 11.67**	5	50.0	17.2 7.40	29.0 19.99
White/Not of Hispanic origin*	1	8.3	60.0 -	1	10.0	10.0 -	24.0 -
Hispanic*	2	16.7	30.5 6.36	2	20.0	20.0 4.24	40.5 9.19
Filipino*	0	-	- -	0	-	- -	- -
Other*	1	8.3	58.0 -	1	10.0	23.0 -	56.0 -
No Response*	2	16.7	45.0 22.63	1	10.0	19.0 0.00	41.0 0.00
Total Students not completing reading or spelling/English sections*	0			2			
Total*	12			12			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1C Burbank

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	1	0.7	51.0* -	1	0.7	17.0 -	37.0 -
Asian or Pacific Islander*	10	7.0	29.9 9.21**	13	8.8	20.9 5.35	42.9 13.46
Black/Not of Hispanic origin*	57	39.9	34.2 15.30	59	39.9	19.0 6.73	36.1 14.48
White/Not of Hispanic origin*	27	18.9	50.3 19.74	28	18.9	19.9 6.14	43.2 15.14
Hispanic*	17	11.9	39.7 18.27	17	11.5	19.8 7.94	42.8 14.93
Filipino*	4	2.8	37.5 11.21	4	2.7	19.5 10.12	44.5 12.40
Other*	6	4.2	32.7 6.80	7	4.7	16.4 7.79	36.9 14.86
No Response*	21	14.7	29.0 16.15	19	12.8	15.8 10.26	32.6 16.12
Total Students not completing reading or spelling/English sections*	19			14			
Total*	162			162			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1D Johnson

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	5	2.9	35.0* 15.89**	6	3.3	18.7 6.83	46.8 14.06
Asian or Pacific Islander*	18	10.5	42.0 14.41	20	11.1	23.0 7.23	46.4 13.45
Black/Not of Hispanic origin*	29	17.0	45.0 11.08	27	15.0	22.9 6.62	47.0 13.05
White/Not of Hispanic origin*	56	32.8	51.8 14.97	59	32.8	20.9 7.99	49.3 15.17
Hispanic*	20	11.7	44.0 16.51	21	11.7	20.3 5.08	48.2 13.21
Filipino*	4	2.3	47.5 6.56	5	2.8	25.4 8.93	52.4 15.34
Other*	7	4.1	53.6 13.50	10	5.6	21.0 7.18	50.0 13.94
No Response*	32	18.7	44.7 17.89	32	17.8	19.5 8.79	44.6 17.75
Total Students not completing reading or spelling/English sections*	15			6			
Total*	186			186			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1E Kennedy

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	14	10.3	46.1* 19.87**	14	10.5	20.7 8.75	46.1 18.63
Black/Not of Hispanic origin*	42	30.9	47.4 13.26	41	30.6	20.3 7.85	45.3 15.30
White/Not of Hispanic origin*	46	33.8	53.8 11.81	47	35.1	20.8 6.54	47.5 13.76
Hispanic*	13	9.6	53.8 12.46	11	8.2	24.7 5.55	50.9 14.52
Filipino*	2	1.5	50.0 5.66	2	1.5	21.5 4.95	63.0 1.41
Other*	8	5.9	47.1 15.99	8	6.0	14.4 7.03	31.6 16.61
No Response*	11	8.1	47.3 19.57	11	8.2	21.1 11.63	46.6 20.92
Total Students not completing reading or spelling/English sections*	7			9			
Total*	143			143			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1F McClatchy

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	3	2.3	55.0* 6.56**	3	2.3	22.0 3.61	47.7 14.57
Asian or Pacific Islander*	42	31.8	33.2 10.24	39	30.0	19.1 6.74	40.0 10.55
Black/Not of Hispanic origin*	17	12.9	48.9 14.28	17	13.1	24.5 6.04	51.2 13.08
White/Not of Hispanic origin*	32	24.2	58.6 12.52	27	20.8	22.6 8.22	48.4 17.72
Hispanic*	17	12.9	51.9 9.82	18	13.9	22.8 7.61	47.1 18.67
Filipino*	3	2.3	43.0 2.65	3	2.3	21.7 9.50	36.0 4.36
Other*	10	7.6	50.6 15.98	11	8.5	21.1 7.35	46.0 16.89
No Response*	8	6.1	54.6 17.39	12	9.2	18.8 5.57	41.8 11.57
Total Students not completing reading or spelling/English sections*	15			17			
Total*	147			147			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1G Sacramento

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	12	11.4	31.4* 12.42**	12	10.7	17.8 7.21	31.8 13.35
Black/Not of Hispanic origin*	7	6.7	53.3 15.77	7	6.3	18.9 12.69	39.4 25.13
White/Not of Hispanic origin*	19	18.1	51.0 16.37	19	17.0	20.6 8.49	40.7 18.61
Hispanic*	24	22.9	43.8 18.75	24	21.4	17.2 8.25	28.9 17.74
Filipino*	1	1.0	27.0 -	3	2.7	26.7 10.50	39.0 7.81
Other*	4	3.8	47.5 27.11	6	5.4	20.2 9.81	41.2 22.51
No Response*	38	36.2	60.3 17.58	41	36.6	25.4 7.77	55.4 19.36
Total Students not completing reading or spelling/English sections*	15			8			
Total*	120			120			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 1H Combined

LANGUAGE SKILLS -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	9	1.3	43.4* 15.45**	10	1.4	19.5 5.66	46.1 12.94
Asian or Pacific Islander*	96	13.6	36.2 13.94	98	13.6	20.2 7.12	41.6 13.75
Black/Not of Hispanic origin*	162	23.0	42.2 15.10	160	22.2	20.4 7.47	41.8 15.98
White/Not of Hispanic origin*	181	25.7	53.2 14.88	181	25.1	20.9 7.44	46.7 15.76
Hispanic*	95	13.5	45.5 16.45	95	13.2	20.3 7.44	42.0 17.90
Filipino*	14	2.0	42.6 9.22	17	2.4	23.1 8.59	46.5 13.22
Other*	36	5.1	47.3 16.39	43	6.0	19.0 7.75	42.3 17.22
No Response*	112	15.9	48.0 20.59	116	16.1	21.0 9.24	46.3 19.26
Total Students not completing reading or spelling/English sections*	71			56			
Total*	776			776			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2A American Legion

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	0	-	- -	0	-	- -	- -
Black/Not of Hispanic origin*	2	50.0	45.5* 4.95**	2	50.0	13.0 2.83	38.0 0.00
White/Not of Hispanic origin*	1	25.0	44.0 -	1	25.0	15.0 -	37.0 -
Hispanic*	0	-	- -	0	-	- -	- -
Filipino*	0	-	- -	0	-	- -	- -
Other*	1	25.0	69.0 -	1	25.0	28.0 -	61.0 -
No Response*	0	-	- -	0	-	- -	- -
Total Students not completing reading or spelling/English sections*	0			0			
Total*	4			4			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2B Argonaut

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	0	-	- -	0	-	- -	- -
Black/Not of Hispanic origin*	1	25.0	56.0* -	1	25.0	25.0 -	55.0 -
White/Not of Hispanic origin*	2	50.0	67.5 7.78**	2	50.0	28.5 0.71	57.5 19.09
Hispanic*	1	25.0	67.0 -	1	25.0	14.0 -	43.0 -
Filipino*	0	-	- -	0	-	- -	- -
Other*	0	-	- -	0	-	- -	- -
No Response*	0	-	- -	0	-	- -	- -
Total Students not completing reading or spelling/English sections*	0			0			
Total*	4			4			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2C Burbank

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	1	0.7	28.0* -	1	0.7	7.0 -	24.0 -
Asian or Pacific Islander*	14	9.7	66.2 14.44**	14	9.2	32.4 5.79	71.6 13.60
Black/Not of Hispanic origin*	52	35.9	59.9 12.40	54	35.5	28.2 6.12	59.9 13.21
White/Not of Hispanic origin*	31	21.4	68.7 12.84	32	21.1	27.2 8.04	66.4 13.32
Hispanic*	19	13.1	62.7 11.74	20	13.2	24.5 7.88	57.0 16.65
Filipino*	9	6.2	60.1 16.64	10	6.6	30.8 6.76	62.3 14.64
Other*	5	3.5	47.8 20.38	5	3.3	27.6 6.19	52.6 20.94
No Response*	14	9.7	63.9 15.03	16	10.5	30.3 6.42	65.6 13.74
Total Students not completing reading or Spelling/English sections*	8			1			
Total*	153			153			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2D Johnson

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	- -	0	-	- -	- -
Asian or Pacific Islander*	20	9.5	64.5* 12.51**	20	9.6	29.6 7.82	63.9 17.86
Black/Not of Hispanic origin*	32	15.2	60.3 12.75	32	15.3	27.3 7.30	60.3 14.20
White/Not of Hispanic origin*	103	49.1	69.0 11.79	104	49.8	28.9 7.00	67.1 14.05
Hispanic*	23	11.0	62.5 11.00	23	11.0	28.7 5.89	65.6 11.85
Filipino*	4	1.9	76.5 4.43	4	1.9	34.8 2.99	78.5 6.35
Other*	12	5.7	60.3 16.45	12	5.7	27.8 7.36	59.9 15.20
No Response*	16	7.6	62.9 16.20	14	6.7	26.6 8.62	59.9 15.61
Total Students not completing reading or spelling/English sections*	11			12			
Total*	221			221			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2E kennedy

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	0	-	-	0	-	-	-
			-			-	-
Asian or Pacific Islander*	100	34.5	70.4*	98	33.8	32.9	73.4
			13.00**			6.00	13.20
Black/Not of Hispanic origin*	39	13.5	70.3	39	13.5	30.1	67.8
			11.25			8.17	19.00
White/Not of Hispanic origin*	112	38.6	75.2	114	39.3	31.6	74.5
			8.13			5.75	11.59
Hispanic*	8	2.8	62.8	8	2.8	28.9	67.1
			14.43			8.85	14.92
Filipino*	4	1.4	63.0	4	1.4	31.3	71.3
			10.42			5.25	11.30
Other*	15	5.2	65.3	15	5.2	28.7	67.5
			9.00			5.57	8.61
No Response*	12	4.1	69.0	12	4.1	31.6	70.9
			12.41			6.13	14.71
Total Students not completing reading or spelling/English sections*	14			14			
Total*	304			304			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2F McClatchy

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	1	0.7	77.0*	1	0.7	31.0	73.0
			-			-	-
Asian or Pacific Islander*	43	28.7	68.0	42	28.4	33.0	73.5
			15.14**			6.14	13.41
Black/Not of Hispanic origin*	5	3.3	70.4	6	4.1	33.2	71.3
			10.62			6.01	12.64
White/Not of Hispanic origin*	74	49.3	71.6	72	48.7	31.5	71.9
			11.59			6.01	13.25
Hispanic*	10	6.7	66.5	11	7.4	29.7	65.8
			11.93			8.56	17.84
Filipino*	1	0.7	27.0	1	0.7	17.0	40.0
			-			-	-
Other*	2	1.3	65.0	2	1.4	23.5	57.0
			19.80			6.36	15.56
No Response*	14	9.3	70.2	13	8.8	32.5	72.5
			15.55			5.67	17.13
Total Students not completing reading or spelling/English sections*	2			4			
Total*	152			152			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2G Sacramento

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	2	1.0	62.0* 29.70**	2	1.0	29.0 6.21	67.5 10.61
Asian or Pacific Islander*	34	17.3	61.2 18.74	35	17.2	31.1 6.21	67.9 15.07
Black/Not of Hispanic origin*	11	5.6	55.6 10.91	12	5.9	26.3 6.73	53.3 15.48
White/Not of Hispanic origin*	92	46.7	71.4 11.92	95	46.8	29.5 7.84	68.0 14.85
Hispanic*	19	9.6	58.7 14.02	20	9.9	25.2 6.00	57.0 12.24
Filipino*	6	3.1	45.7 14.99	6	3.0	27.7 7.97	54.7 14.07
Other*	4	2.0	62.3 2.63	4	2.0	25.0 10.36	61.3 16.80
No Response*	29	14.7	57.2 22.14	29	14.3	27.1 7.89	59.4 18.51
Total Students not completing reading or spelling/English sections*	3			3			
Total*	206			206			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 2H Combined

COLLEGE PREPARATORY -

READING, SPELLING, AND ENGLISH SCORES BY ETHNIC BACKGROUND

Ethnicity	Number of Students	%	Average Reading Score	Number of Students	%	Average Spelling Score	Average English Score
American Indian/Alaskan Native*	4	0.4	57.3* 26.90**	4	0.4	24.0 11.49	58.0 23.62
Asian or Pacific Islander*	211	21.1	67.6 14.81	209	20.7	32.3 6.27	71.5 14.31
Black/Not of Hispanic origin*	142	14.2	62.7 12.95	146	14.5	28.3 7.28	60.7 15.96
White/Not of Hispanic origin*	415	41.5	71.6 11.26	420	41.6	30.0 6.94	70.0 13.84
Hispanic*	80	8.0	62.2 12.25	83	8.2	26.8 7.37	61.3 14.79
Filipino*	24	2.4	58.3 17.57	25	2.5	30.2 6.90	66.6 15.27
Other*	39	3.9	61.3 13.99	39	3.9	27.6 6.54	61.9 13.98
No Response*	85	8.5	63.2 18.12	84	8.3	29.1 7.41	64.3 16.96
Total Students not completing reading or spelling/English sections*	44			34			
Total*	1044			1044			

*Refer to Table 12 for grade conversions.
** Indicates standard deviation.

TABLE 3A

American Legion

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	1	16.7	0	0.0
A.R.C./Placerville=	0	-	0	-
Cosumnes River College=	0	-	0	-
Sacramento City College=	4	66.7	4	100.0
Outreach=	1	16.7	0	0.0
No Response=	0	-	0	-
Total=	6		4	

TABLE 3B Argonaut

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	0	0.0	1	25.0
A.R.C./Placerville=	0	-	0	-
Cosumnes River College=	4	33.3	0	0.0
Sacramento City College=	7	58.3	2	50.0
Outreach=	1	8.3	0	0.0
No Response=	0	0.0	1	25.0
Total=	12		4	

TABLE 3C Burbank

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	2	1.2	2	1.3
A.R.C./Placerville=	0	0.0	1	0.7
Cosumnes River College=	21	13.0	12	7.8
Sacramento City College=	64	39.5	42	27.5
Outreach=	23	14.2	9	5.9
No Response=	52	32.1	87	56.9
Total=	162		153	

TABLE 3D Johnson

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	15	8.1	36	16.3
A.R.C./Placerville=	0	0.0	1	0.5
Cosumnes River College=	11	5.9	11	5.0
Sacramento City College=	60	32.3	47	21.3
Outreach=	5	2.7	20	9.1
No Response=	95	51.1	106	48.0
Total=	186		221	

TABLE 3E Kennedy

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	3	2.1	9	3.0
A.R.C./Placerville=	0	0.0	0	0.0
Cosumnes River College=	21	14.7	28	9.2
Sacramento City College=	66	46.2	97	32.0
Outreach=	13	9.1	38	12.5
No Response=	40	28.0	131	43.2
Total=	143		303	

TABLE 3F McClatchy

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	7	4.8	3	2.0
A.R.C./Placerville=	0	0.0	0	0.0
Cosumnes River College=	8	5.5	7	4.6
Sacramento City College=	84	57.5	82	54.0
Outreach=	13	8.9	20	13.2
No Response=	34	23.3	40	26.3
Total=	146		152	

TABLE 3G Sacramento

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	1	0.8	14	6.8
A.R.C./Placerville=	0	0.0	0	0.0
Cosumnes River College=	5	4.2	3	1.5
Sacramento City College=	49	40.8	49	23.9
Outreach=	7	5.8	45	22.0
No Response=	58	48.3	94	45.9
Total=	120		205	

TABLE 3H Combined

PLAN TO ATTEND

	Language Skills		College Preparatory	
	Number	%	Number	%
American River College=	29	3.7	65	6.2
A.R.C./Placerville=	0	0.0	2	0.2
Cosumnes River College=	70	9.0	61	5.9
Sacramento City College=	334	43.1	323	31.0
Outreach=	63	8.1	132	12.7
No Response=	279	36.0	459	44.1
Total=	775		1042	

TABLE 4A American Legion

Most Important Reason for

Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	1	16.7	0	-
Learn skills to advance in job=	0	-	0	-
Satisfy Gen. Educ. requirement=	2	33.3	2	50.0
Improve skills in Eng., Reading, Math=	0	-	0	-
Take courses for pers. interest=	2	33.3	2	50.0
Contact by college rep.=	0	-	0	-
Inexpensive=	0	-	0	-
Close to home=	0	-	0	-
Friends=	0	-	0	-
No response=	1	16.7	0	-
Total=	6		4	

TABLE 4B

Argonaut

Most Important Reason for

Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	4	33.3	0	-
Learn skills to advance in job=	3	25.0	0	-
Satisfy Gen.Educ. requirement=	1	8.3	2	50.0
Improve skills in Eng., Reading, Math=	2	16.7	0	-
Take courses for pers. interest=	1	8.3	1	25.0
Contact by college rep.=	0	-	0	-
Inexpensive=	0	-	0	-
Close to home=	0	-	0	-
Friends=	0	-	1	25.0
No response=	1	8.3	0	-
Total	12		4	

TABLE 4C Burbank

Most Important Reason for Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	35	21.6	15	9.8
Learn skills to advance in job=	23	14.2	13	8.5
Satisfy Gen. Educ. requirement=	8	4.9	55	36.0
Improve skills in Eng., Reading, Math=	22	13.6	17	11.1
Take courses for pers. interest=	9	5.6	8	5.2
Contact by college rep.=	3	1.9	3	2.0
Inexpensive=	1	0.6	0	-
Close to home=	4	2.5	2	1.3
Friends=	4	2.5	1	0.7
No response=	53	32.7	39	25.5
Total=	162		153	

TABLE 4D Johnson

Most Important Reason for Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	34	18.3	55	24.9
Learn skills to advance in job=	13	7.0	44	19.9
Satisfy Gen. Educ. requirement=	22	11.8	18	8.1
Improve skills in Eng., Reading, Math=	13	7.0	10	4.5
Take courses for pers. interest=	9	4.8	15	6.8
Contact by college rep.=	0	-	4	1.8
Inexpensive=	0	-	3	1.4
Close to home=	0	-	5	2.3
Friends=	2	1.1	2	0.9
No response=	93	50.0	65	29.4
Total=	186		221	

TABLE 4E Kennedy

Most Important Reason for

Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	27	18.9	32	10.5
Learn skills to advance in job=	30	21.0	19	6.3
Satisfy Gen. Educ. requirement=	16	11.2	32	10.5
Improve skills in Eng., Reading, Math=	13	9.1	39	12.8
Take courses for pers. interest=	7	4.9	20	6.6
Contact by college rep.=	2	1.4	13	4.3
Inexpensive=	0	-	1	0.3
Close to home=	3	2.1	6	2.0
Friends=	5	3.5	3	1.0
No response=	40	28.0	139	45.7
Total=	143		304	

TABLE 4F McClatchy

Most Important Reason for

Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	28	19.1	6	4.0
Learn skills to advance in job=	13	8.8	5	3.3
Satisfy Gen.Educ. requirement=	25	17.0	42	27.6
Improve skills in Eng., Reading, Math=	38	25.9	17	11.2
Take courses for pers. interest=	11	7.5	4	2.6
Contact by college rep.=	5	3.4	3	2.0
Inexpensive=	0	-	1	0.7
Close to home=	2	1.4	4	2.6
Friends=	3	2.0	3	2.0
No response=	22	15.0	67	44.1
Total=	147		152	

TABLE 4G Sacramento

Most Important Reason for Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	17	14.2	23	11.2
Learn skills to advance in job=	15	12.5	17	8.3
Satisfy Gen. Educ. requirement=	11	9.2	24	11.7
Improve skills in Eng., Reading, Math=	6	5.0	22	10.7
Take courses for pers. interest=	9	7.5	17	8.3
Contact by college rep.=	0	-	4	1.9
Inexpensive=	0	-	1	0.5
Close to home=	2	1.7	4	1.9
Friends	1	0.8	5	2.4
No response=	59	49.2	89	43.2
Total=	120		206	

TABLE 4H Combined

Most Important Reason for Attending this Semester

	Language Skills		College Preparatory	
	Number	%	Number	%
Learn skills to get a new job=	146	18.8	131	12.6
Learn skills to advance in job=	97	12.5	98	9.4
Satisfy Gen. Educ. requirement=	85	11.0	175	16.8
Improve skills in Eng., Reading, Math=	94	12.1	105	10.1
Take courses for pers. interest=	48	6.2	67	6.4
Contact by college rep.=	10	1.3	27	2.6
Inexpensive=	1	0.1	6	0.6
Close to home=	11	1.4	21	2.0
Friends=	15	1.9	15	1.4
No response=	269	34.7	399	38.2
Total=	776		1044	

TABLE 5A American Legion

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	0	-	Music=	0	-
Administration of Justice=	0	-	Nursing, ADN (RN Preparation)=	0	-
Advertising=	0	-			
Art=	0		Nursing, LVN (Vocational)=	1	16.7
Aviation Maintenance Technician - Aeronautics=	0	-	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	1	16.7	Office Administration -		
Business (General)=	0	-	General Secretarial=	0	-
Communications, General=	0	-			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	0	-	Legal Secretarial=	0	-
Data Processing=	0	-			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	0	-	Medical Secretarial=	0	-
Drafting Technology=	0	-			
Early Childhood Education=	0	-	Physical Education=	0	-
Electronics Technology=	0	-			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	0	-	Engineering=	0	-
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	1	16.7
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	0	-
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	1	16.7
			Undeclared - transfer=	1	16.7
Mechanical-Electrical Technology=	0	-	Not Listed (Student did not write in major)=	1	16.7
			Do not plan to attend		
Merchandising=	0	-	college=	0	-
Metals Industry Technology=	0	-	Total=	6	

TABLE 6A American Legion

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	0	-	Music=	0	-
Administration of Justice=	0	-	Nursing, ADN (RN Preparation)=	0	-
Advertising Art=	0	-	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	0	-	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	0	-	Office Administration -		
Business (General)=	0	-	General Secretarial=	0	-
Communications, General=	0	-			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	0	-	Legal Secretarial=	1	25.0
Data Processing=	0	-			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	0	-	Medical Secretarial=	0	-
Drafting Technology=	0	-			
Early Childhood Education=	1	25.0	Physical Education=	0	-
Electronics Technology=	0	-			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	0	-	Science, Mathematics & Engineering=	0	-
General Studies=	0	-			
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	1	25.0
			Social Services Assisting=	0	-
Instructional Assisting: Bi-Lingual/Bi-Cultural,			Social Welfare=	0	-
			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	0	-
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	0	-
			Undeclared - transfer=	0	-
Mechanical-Electrical Technology=	0	-	Not Listed (Student did not write in major)=	1	25.0
			Do not plan to attend		
Merchandising=	0	-	college=	0	-
Metals Industry Technology=	0	-	Total=	4	

TABLE 5B Argonaut

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	1	8.3	Music=	0	-
Administration of Justice=	1	8.3	Nursing, ADN (RN Preparation)=	1	8.3
Advertising=	0	-			
Art=	0	-	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	0	-	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	0	-	Office Administration -		
Business (General)=	0	-	General Secretarial=	0	-
Communications, General=	0	-			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	0	-	Legal Secretarial=	0	-
Data Processing=	0	-			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	0	-	Medical Secretarial=	2	16.7
Drafting Technology=	0	-			
Early Childhood Education=	0	-	Physical Education=	1	8.3
Electronics Technology=	2	16.7			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	0	-	Engineering=	0	-
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	0	-
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	1	8.3
Management=	0	-	Undeclared - nontransfer=	0	-
			Undeclared - transfer=	-	-
Mechanical-Electrical			Not Listed (Student did not		
Technology=	1	8.3	write in major)=	2	16.7
			Do not plan to attend		
Merchandising=	0	-	college=	0	-
Metals Industry Technology=	0	-	Total=	12	

TABLE 6B Argonaut

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	0	-	Music=	0	-
Administration of Justice=	0	-	Nursing, ADN (RN Preparation)=	0	-
Advertising=	0	-			
Art=	0	-	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	0	-	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	0	-	Office Administration -		
Business (General)=			General Secretarial=	0	-
Communications, General=	0	-			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	0	-	Legal Secretarial=	0	-
Data Processing=					
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=			Medical Secretarial=	0	-
Drafting Technology=					
Early Childhood Education=	0	-	Physical Education=	0	-
Electronics Technology=	2	50.0			
Ethnic Studies=	0	-	Printing Technology -		
			Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	0	-	Engineering=	0	-
General Technology=	1	25.0			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=		
			Theatre Arts=	0	-
Languages and Literature=			Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - non-transfer =	0	-
			Undeclared - transfer=	0	-
Mechanical-Electrical			Not Listed (Student did not		
Technology=	0	-	write in major)=	1	25.0
			Do not plan to attend		
Merchandising=	0	-	college=	0	-
Metals Industry Technology=	0	-	Total=	4	

TABLE 5C Burbank

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	3	1.9	Music=	3	1.9
Administration of Justice=	3	1.9	Nursing, ADN (RN Preparation)=	2	1.2
Advertising=	1	0.6			
Art=	0	-	Nursing, LVN (Vocational)=	1	0.6
Aviation Maintenance Technician - Aeronautics=	4	2.5	Office Administration - Clerical=	2	1.2
Bookkeeping and Office Management=	4	2.5	Office Administration -		
Business (General)=	10	6.2	General Secretarial=	1	0.6
Communications, General=	0	-			
Communications, Photography=	1	0.6	Office Administration -		
Cosmetology=	7	4.3	Legal Secretarial=	1	0.6
Data Processing=	4	2.5			
Dental Assisting=	2	1.2	Office Administration -		
Dental Hygiene=	1	0.6	Medical Secretarial=	0	-
Drafting Technology=	1	0.6			
Early Childhood Education=	1	0.6	Physical Education=	5	3.1
Electronics Technology=	12	7.4			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	1	0.6
Family & Consumer Science (Home Economics)=	2	1.2	Real Estate=	2	1.2
Fine Arts=	2	1.2	Science, Mathematics &		
General Studies=	0	-	Engineering=	5	3.1
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	2	1.2
			Social Services Assisting=	2	1.2
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	0	-
			Theatre Arts=	0	-
Languages and Literature=	0		Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	2	1.2	Undeclared - nontransfer=	4	2.5
			Undeclared - transfer=	0	-
Mechanical-Electrical			Not Listed (Student did not		
Technology=	3	1.9	write in major)=	60	37.0
			Do not plan to attend		
Merchandising=	1	0.6	college=	6	3.7
Metals Industry Technology=	1	0.6	Total=	162	

TABLE 6C Burbank

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	2	1.3	Music=	0	-
Administration of Justice=	10	6.5	Nursing, ADN (RN Preparation)=	5	3.3
Advertising=	1	0.7			
Art=	2	1.3	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	2	1.3	Office Administration - Clerical=	3	2.0
Bookkeeping and Office Management=	0	-	Office Administration - General Secretarial=	0	-
Business (General)=	4	2.6			
Communications, General=	4	2.6			
Communications, Photography=	0	-	Office Administration - Legal Secretarial=	1	0.7
Cosmetology=	4	2.6			
Data Processing=	8	5.2			
Dental Assisting=	0	-	Office Administration - Medical Secretarial=	0	-
Dental Hygiene=	2	1.3			
Drafting Technology=	5	3.3			
Early Childhood Education=	1	0.7	Physical Education=	0	-
Electronics Technology=	9	5.9			
Ethnic Studies=	1	0.7	Printing Technology - Graphic Arts=	1	0.7
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	1	0.7			
General Studies=	2	1.3	Science, Mathematics & Engineering=	15	9.8
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	1	0.7
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	1	0.7	Teacher Education=	0	-
			Theatre Arts=	4	2.6
Languages and Literature=	0	-	Transportation=	1	0.7
Library Technology=	0	-	Women's Studies=	0	-
Management=	2	1.3	Undeclared - nontransfer=	2	1.3
			Undeclared - transfer=	3	2.0
Mechanical-Electrical Technology=	6	3.9	Not Listed (Student did not write in major)=	49	32.0
Merchandising=	0	-	Do not plan to attend college=	0	-
Metals Industry Technology=	1	0.7	Total=	153	

TABLE 5D Johnson

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	3	1.6	Music=	3	1.6
Administration of Justice=	0	-	Nursing, ADN (RN Preparation)=	5	2.7
Advertising=	0	-			
Art=	4	2.2	Nursing, LVN (Vocational)=	1	0.5
Aviation Maintenance Technician - Aeronautics=	4	2.2	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	3	1.6	Office Administration -		
Business (General)=	5	2.7	General Secretarial=	0	-
Communications, General=	2	1.1			
Communications, Photography=	1	0.5	Office Administration -		
Cosmetology=	10	5.4	Legal Secretarial=	3	1.6
Data Processing=	5	2.7			
Dental Assisting=	2	1.1	Office Administration -		
Dental Hygiene=	1	0.5	Medical Secretarial=	1	0.5
Drafting Technology=	3	1.6			
Early Childhood Education=	0	-	Physical Education=	2	1.1
Electronics Technology=	6	3.2			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	1	0.5
Family & Consumer Science (Home Economics)=	1	0.5	Real Estate=	2	1.1
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	2	1.1	Engineering=	4	2.2
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	3	1.6
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	1	0.5
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	1	0.5	Undeclared - nontransfer=	9	4.8
			Undeclared - transfer=	5	2.7
Mechanical-Electrical			Not Listed (Student did not		
Technology=	1	0.5	write in major)=	87	46.8
			Do not plan to attend		
Merchandising=	0	-	college=	4	2.2
Metals Industry Technology=	1	0.5	Total=	186	

TABLE 6D Johnson

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	7	3.2	Music=	3	1.4
Administration of Justice=	4	1.8	Nursing, ADN (RN Preparation)=	8	3.6
Advertising=	2	0.9			
Art=	3	1.4	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	6	2.7	Office Administration - Clerical=	1	0.4
Bookkeeping and Office Management=	1	0.4	Office Administration -		
Business (General)=	15	6.8	General Secretarial=	2	0.9
Communications, General=	5	2.3			
Communications, Photography=	3	1.4	Office Administration -		
Cosmetology=	11	5.0	Legal Secretarial=	3	1.4
Data Processing=	7	3.2			
Dental Assisting=	2	0.9	Office Administration -		
Dental Hygiene=	4	1.8	Medical Secretarial=	0	-
Drafting Technology=	0	-			
Early Childhood Education=	2	0.9	Physical Education=	3	1.4
Electronics Technology=	5	2.3			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	5	2.3
Fine Arts=	0	-	Science, Mathematics &		
General Studies=	2	0.9	Engineering=	18	8.1
General Technology=	1	0.4			
Humanities=	1	0.4	Social Sciences=	2	0.9
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	4	1.8
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	4	1.8
			Theatre Arts=	4	1.8
Languages and Literature=	0	-	Transportation=	1	0.4
Library Technology=	0	-	Women's Studies=	0	-
Management=	2	0.9	Undeclared - nontransfer=	5	2.3
			Undeclared - transfer=	8	3.6
Mechanical-Electrical			Not Listed (Student did not		
Technology=	6	2.7	write in major)=	54	24.4
			Do not plan to attend		
Merchandising=	4	1.8	college=	3	1.4
Metals Industry Technology=	0	-	Total=	221	

TABLE 5E Kennedy

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	2	1.4	Music=	0	-
Administration of Justice=	8	5.6	Nursing, ADN (RN Preparation)=	4	2.8
Advertising=	0	-			
Art=	0	-	Nursing, LVN (Vocational)=	2	1.4
Aviation Maintenance Technician - Aeronautics=	2	1.4	Office Administration - Clerical=	2	1.4
Bookkeeping and Office Management=	1	0.7	Office Administration -		
Business (General)=	10	7.0	General Secretarial=	2	1.4
Communications, General=	4	2.8			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	4	2.8	Legal Secretarial=	6	4.2
Data Processing=	2	1.4			
Dental Assisting=	1	0.7	Office Administration -		
Dental Hygiene=	2	1.4	Medical Secretarial=	0	-
Drafting Technology=	2	1.4			
Early Childhood Education=	2	1.4	Physical Education=	3	2.1
Electronics Technology=	7	4.9			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	4	2.8
Family & Consumer Science (Home Economics)=	1	0.7	Real Estate=	3	2.1
Fine Arts=	3	2.1	Science, Mathematics &		
General Studies=	7	4.9	Engineering=	3	2.1
General Technology=	0	-			
Humanities=	1	0.7	Social Sciences=	3	2.1
			Social Services Assisting=	1	0.7
Instructional Assisting:			Social Welfare=	1	0.7
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	3	2.1
			Theatre Arts=	2	1.4
Languages and Literature=	0	-	Transportation=	2	1.4
Library Technology=	0	-	Women's Studies=	0	-
Management=	2	1.4	Undeclared - nontransfer=	6	4.2
			Undeclared - transfer=	1	0.7
Mechanical-Electrical			Not Listed (Student did not		
Technology=	4	2.8	write in major)=	25	17.4
			Do not plan to attend		
Merchandising=	1	0.7	college=	4	2.8
Metals Industry Technology=	0	-	Total=	143	

TABLE 6E Kennedy

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	13	4.3	Music=	3	1.0
Administration of Justice=	6	2.0	Nursing, ADN (RN Preparation)=	9	3.0
Advertising=	6	2.0			
Art=	4	1.3	Nursing, LVN (Vocational)=	1	0.3
Aviation Maintenance Technician - Aeronautics=	1	0.3	Office Administration - Clerical=	0	-
Bookkeeping and Office Management=	1	0.3	Office Administration -		
Business (General)=	23	7.6	General Secretarial=	0	-
Communications, General=	6	2.0			
Communications, Photography=	1	0.3	Office Administration -		
Cosmetology=	3	1.0	Legal Secretarial=	3	1.0
Data Processing=	4	1.3			
Dental Assisting=	3	1.0	Office Administration -		
Dental Hygiene=	6	2.0	Medical Secretarial=	0	-
Drafting Technology=	7	2.3			
Early Childhood Education=	4	1.3	Physical Education=	3	1.0
Electronics Technology=	8	2.6			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	0	-
Family & Consumer Science (Home Economics)=	1	0.3	Real Estate=	3	1.0
Fine Arts=	1	0.3	Science, Mathematics &		
General Studies=	3	1.0	Engineering=	49	16.1
General Technology=	1	0.3			
Humanities=	1	0.3	Social Sciences=	2	0.7
			Social Services Assisting=	0	-
Instructional Assisting:			Social Welfare=	1	0.3
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	1	0.3	Teacher Education=	3	1.0
			Theatre Arts=	2	0.7
Languages and Literature=	1	0.3	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	2	0.7	Undeclared - nontransfer=	12	4.0
			Undeclared - transfer=	21	6.9
Mechanical-Electrical			Not Listed (Student did not		
Technology=	5	1.6	write in major)=	76	25.0
			Do not plan to attend		
Merchandising=	4	1.3	college=	0	-
Metals Industry Technology=	0	-	Total=	304	

TABLE 5F McClatchy

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	6	4.1	Music=	0	-
Administration of Justice=	3	2.0	Nursing, ADN (RN Preparation)=	3	2.0
Advertising=	0	-			
Art=	4	2.7	Nursing, LVN (Vocational)=	5	3.4
Aviation Maintenance Technician - Aeronautics=	1	0.7	Office Administration - Clerical=	5	3.4
Bookkeeping and Office Management=	6	4.1	Office Administration -		
Business (General)=	13	8.8	General Secretarial=	1	0.7
Communications, General=	3	2.0			
Communications, Photography=	3	2.0	Office Administration -		
Cosmetology=	4	2.7	Legal Secretarial=	1	0.7
Data Processing=	5	3.4			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	0	-	Medical Secretarial=	1	0.7
Drafting Technology=	5	3.4			
Early Childhood Education=	0	-	Physical Education=	1	0.7
Electronics Technology=	4	2.7			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	1	0.7
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	1	0.7	Science, Mathematics &		
General Studies=	0	-	Engineering=	8	5.4
General Technology=	0	-			
Humanities=	1	0.7	Social Sciences=	0	-
			Social Services Assisting=	1	0.7
Instructional Assisting:			Social Welfare=	2	1.4
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	2	1.4
			Theatre Arts=	0	-
Languages and Literature=	0	-	Transportation=	0	-
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	4	2.7
			Undeclared - transfer=	1	0.7
Mechanical-Electrical			Not Listed (Student did not		
Technology=	5	3.4	write in major)=	41	27.9
			Do not plan to attend		
Merchandising=	0	-	college=	6	4.1
Metals Industry Technology=	0	-	Total=	147	

TABLE 6F McClatchy

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%
Accounting=	1	0.7
Administration of Justice=	1	0.7
Advertising=	1	0.7
Art=	2	1.3
Aviation Maintenance Technician - Aeronautics=	1	0.7
Bookkeeping and Office Management=	2	1.3
Business (General)=	20	13.2
Communications, General=	1	0.7
Communications, Photography=	2	1.3
Cosmetology=	1	0.7
Data Processing=	3	1.9
Dental Assisting=	0	-
Dental Hygiene=	5	3.3
Drafting Technology=	3	1.9
Early Childhood Education=	0	-
Electronics Technology=	4	2.6
Ethnic Studies=	0	-
Family & Consumer Science (Home Economics)=	0	-
Fine Arts=	7	4.6
General Studies=	2	1.3
General Technology=	0	-
Humanities=	0	-
Instructional Assisting: Bi-Lingual/Bi-Cultural, General, Special Education=	0	-
Languages and Literature=	2	1.3
Library Technology=	0	-
Management=	0	-
Mechanical-Electrical Technology=	2	1.3
Merchandising=	2	1.3
Metals Industry Technology=	0	-
Music=	4	2.6
Nursing, ADN (RN Preparation)=	2	1.3
Nursing, LVN (Vocational)=	0	-
Office Administration - Clerical=	1	0.7
Office Administration - General Secretarial=	1	0.7
Office Administration - Legal Secretarial=	0	-
Office Administration - Medical Secretarial=	0	-
Physical Education=	2	1.3
Printing Technology - Graphic Arts=	1	0.7
Real Estate=	2	1.3
Science, Mathematics & Engineering=	22	14.5
Social Sciences=	4	2.6
Social Services Assisting=	1	0.7
Social Welfare=	0	-
Survey Technology=	0	-
Teacher Education=	1	0.7
Theatre Arts=	0	-
Transportation=	0	-
Women's Studies=	1	0.7
Undeclared - nontransfer=	3	1.9
Undeclared - transfer=	6	3.9
Not Listed (Student did not write in major)=	37	24.3
Do not plan to attend college=	2	1.3
Total=	152	

TABLE 5G Sacramento

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	6	5.0	Music=	1	0.8
Administration of Justice=	1	0.8	Nursing, ADN (RN Preparation)=	3	2.5
Advertising=	0	-			
Art=	3	2.5	Nursing, LVN (Vocational)=	2	1.7
Aviation Maintenance Technician - Aeronautics=	1	0.8	Office Administration - Clerical=	2	1.7
Bookkeeping and Office Management=	0	-	Office Administration - General Secretarial=	2	1.7
Business (General)=	3	2.5			
Communications, General=	1	0.8			
Communications, Photography=	0	-	Office Administration -		
Cosmetology=	3	2.5	Legal Secretarial=	2	1.7
Data Processing=	4	3.3			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	0	-	Medical Secretarial=	0	-
Drafting Technology=	2	1.7			
Early Childhood Education=	0	-	Physical Education=	3	2.5
Electronics Technology=	4	3.3			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	1	0.8
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	1	0.8
Fine Arts=	0	-	Science, Mathematics & Engineering=	1	0.8
General Studies=	0	-			
General Technology=	0	-			
Humanities=	0	-	Social Sciences=	0	-
			Social Services Assisting=	1	0.8
Instructional Assisting:			Social Welfare=	0	-
Bi-Lingual/Bi Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	2	1.7
			Theatre Arts=	1	0.8
Languages and Literature=	0	-	Transportation=	1	0.8
Library Technology=	0	-	Women's Studies=	0	-
Management=	0	-	Undeclared - nontransfer=	1	0.8
			Undeclared - transfer=	1	0.8
Mechanical-Electrical Technology=	1	0.8	Not Listed (Student did not write in major)=	64	53.3
			Do not plan to attend college=	1	0.8
Merchandising=	1	0.8			
Metals Industry Technology=	0	-	Total=	120	

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TABLE 6G Sacramento

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	3	1.5	Music=	4	1.9
Administration of Justice=	2	1.0	Nursing, ADN (RN Preparation)=	4	1.9
Advertising=	2	1.0			
Art=	4	1.9	Nursing, LVN (Vocational)=	0	-
Aviation Maintenance Technician - Aeronautics=	3	1.5	Office Administration - Clerical=	3	1.5
Bookkeeping and Office Management=	2	1.0	Office Administration - General Secretarial=	0	-
Business (General)=	14	6.8			
Communications, General=	6	2.9			
Communications, Photography=	1	0.5	Office Administration -		
Cosmetology=	1	0.5	Legal Secretarial=	1	0.5
Data Processing=	8	3.9			
Dental Assisting=	0	-	Office Administration -		
Dental Hygiene=	2	1.0	Medical Secretarial=	0	-
Drafting Technology=	7	3.4			
Early Childhood Education=	1	0.5	Physical Education=	1	0.5
Electronics Technology=	10	4.9			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	2	1.0
Family & Consumer Science (Home Economics)=	0	-	Real Estate=	0	-
Fine Arts=	6	2.9	Science, Mathematics & Engineering=	16	7.8
General Studies=	1	0.5			
General Technology=	3	1.5			
Humanities=	0	-	Social Sciences=	1	0.5
			Social Services Assisting	1	0.5
Instructional Assisting:			Social Welfare=	1	0.5
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	4	1.9
			Theatre Arts=	3	1.5
Languages and Literature=	0	-	Transportation=	2	1.0
Library Technology=	0	-	Women's Studies=	1	0.5
Management=	2	1.0	Undeclared - nontransfer=	5	2.4
			Undeclared - transfer=	7	3.4
Mechanical-Electrical			Not Listed (Student did not		
Technology=	2	1.0	write in major)=	66	32.0
			Do not plan to attend		
Merchandising=	1	0.5	college=	2	1.0
Metals Industry Technology=	1	0.5	Total=	206	

TABLE 5H Combined

LANGUAGE SKILLS - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	21	2.7	Music=	7	0.9
Administration of Justice=	16	2.1	Nursing, ADN (RN Preparation)=	18	2.3
Advertising=	1	0.1			
Art=	11	1.4	Nursing, LVN (Vocational)=	12	1.5
Aviation Maintenance Technician - Aeronautics=	12	1.5	Office Administration - Clerical=	11	1.4
Bookkeeping and Office Management=	15	1.9	Office Administration -		
Business (General)=	41	5.3	General Secretarial=	6	0.8
Communications, General=	10	1.3			
Communications, Photography=	5	0.6	Office Administration -		
Cosmetology=	28	3.6	Legal Secretarial=	13	1.7
Data Processing=	20	2.6			
Dental Assisting=	5	0.6	Office Administration -		
Dental Hygiene=	4	0.5	Medical Secretarial=	4	0.5
Drafting Technology=	13	1.7			
Early Childhood Education=	3	0.4	Physical Education=	15	1.9
Electronics Technology=	35	4.5			
Ethnic Studies=	0	-	Printing Technology - Graphic Arts=	8	1.0
Family & Consumer Science (Home Economics)=	4	0.5	Real Estate=	8	1.0
Fine Arts=	6	0.8	Science, Mathematics &		
General Studies=	9	1.2	Engineering=	21	2.7
General Technology=	0	-			
Humanities=	2	0.3	Social Sciences=	6	0.8
			Social Services Assisting=	5	0.6
Instructional Assisting:			Social Welfare=	6	0.8
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	0	-	Teacher Education=	8	1.0
			Theatre Arts=	3	0.4
Languages and Literature=	0	-	Transportation=	3	0.4
Library Technology=	0	-	Women's Studies=	1	0.1
Management=	5	0.6	Undeclared - nontransfer=	25	3.2
			Undeclared - transfer=	9	1.2
Mechanical-Electrical			Not Listed (Student did not		
Technology=	15	1.9	write in major)=	280	36.1
			Do not plan to attend		
Merchandising=	3	0.4	college=	21	2.7
Metals Industry Technology=	2	0.3	Total=	776	

TABLE 6H Combined

COLLEGE PREPARATORY - DISTRIBUTION BY MAJOR

Major	Number of Students	%	Major	Number of Students	%
Accounting=	26	2.5	Music=	14	1.3
Administration of Justice=	23	2.2	Nursing, ADN (RN Preparation)=	28	2.7
Advertising=	12	1.1			
Art=	15	1.4	Nursing, LVN (Vocational)=	1	0.1
Aviation Maintenance Technician - Aeronautics=	13	1.2	Office Administration - Clerical=	8	0.8
Bookkeeping and Office Management=	6	0.6	Office Administration -		
Business (General)=	76	7.3	General Secretarial=	3	0.3
Communications, General=	22	2.1			
Communications, Photography=	7	0.7	Office Administration -		
Cosmetology=	20	1.9	Legal Secretarial=	9	0.9
Data Processing=	30	2.9			
Dental Assisting=	5	0.5	Office Administration -		
Dental Hygiene=	19	1.8	Medical Secretarial=	0	-
Drafting Technology=	22	2.1			
Early Childhood Education=	9	0.9	Physical Education=	9	0.9
Electronics Technology=	38	3.6			
Ethnic Studies=	1	0.1	Printing Technology - Graphic Arts=	4	0.4
Family & Consumer Science (Home Economics)=	1	0.1	Real Estate=	10	1.0
Fine Arts=	15	1.4	Science, Mathematics &		
General Studies=	10	1.0	Engineering=	120	11.5
General Technology=	6	0.6			
Humanities=	2	0.2	Social Sciences=	10	1.0
			Social Services Assisting=	3	0.3
Instructional Assisting:			Social Welfare=	6	0.6
Bi-Lingual/Bi-Cultural,			Survey Technology=	0	-
General, Special Education=	2	0.2	Teacher Education=	12	1.1
			Theatre Arts=	13	1.2
Languages and Literature=	3	0.3	Transportation=	4	0.4
Library Technology=	0	-	Women's Studies=	2	0.2
Management=	8	0.8	Undeclared - nontransfer=	27	2.6
			Undeclared - transfer=	45	4.3
Mechanical-Electrical			Not Listed (Student did not		
Technology=	21	2.0	write in major)=	284	27.2
			Do not plan to attend		
Merchandising=	11	1.1	college=	7	0.7
Metals Industry Technology=	2	0.2	Total=	1044	

TABLE 7A American Legion

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education=	0	-	4	44.4	1	14.3	3	18.8
Finding Employment=	0	-	1	11.1	0	-	3	18.8
Day Care Information=	0	-	0	-	0	-	1	6.3
Physical Disability=	0	-	0	-	0	-	0	-
Health Problem=	0	-	0	-	0	-	0	-
Commuter Information=	0	-	0	-	0	-	0	-
Choosing Major/Career=	0	-	2	22.2	0	-	1	6.3
Reading Skills=	0	-	0	-	1	14.3	0	-
Study Skills=	0	-	1	11.1	1	14.3	2	12.5
Writing Skills=	0	-	0	-	1	14.3	2	12.5
Mathematics Skills=	0	-	0	-	1	14.3	1	6.3
Work Experience Credit=	0	-	0	-	1	14.3	1	6.3
Career Planning=	0	-	1	11.1	1	14.3	2	12.5
Other=	0	-	0	-	0	-	0	-
Total responses=	0		9		7		16	
Total students responding=	0		4		1		5	

TABLE 7B Argonaut

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education=	2	40.0	0	-	1	11.1	3	21.4
Finding Employment=	1	20.0	1	16.7	2	22.2	2	14.3
Day Care Information=	0	-	1	16.7	0	-	1	7.1
Physical Disability=	0	-	0	-	0	-	0	-
Health Problem=	0	-	0	-	0	-	0	-
Commuter Information=	0	-	1	16.7	2	22.2	0	-
Choosing Major/Career=	1	20.0	1	16.7	1	11.1	1	7.1
Reading Skills=	0	-	0	-	0	-	0	-
Study Skills=	0	-	0	-	1	11.1	1	7.1
Writing Skills=	0	-	0	-	1	11.1	1	7.1
Mathematics Skills=	0	-	1	16.7	0	-	1	7.1
Work Experience Credit=	1	20.0	0	-	0	-	1	7.1
Career Planning=	0	-	1	16.7	1	11.1	3	21.4
Other=	0	-	0	-	0	-	0	-
Total responses=	5		6		9		14	
Total students responding=	2		1		7		5	

TABLE 7C Burbank

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education*	14	11.3	19	12.3	11	7.5	6	4.8
Finding Employment*	19	15.3	17	11.0	24	16.4	19	15.3
Day Care Information*	0	-	7	4.5	0	-	3	2.4
Physical Disability*	2	1.6	1	0.7	0	-	1	0.8
Health Problem*	1	0.8	0	-	1	0.7	2	1.6
Commuter Information*	3	2.4	9	5.8	9	6.2	8	6.5
Choosing Major/Career*	20	16.1	30	19.4	19	13.0	12	9.7
Reading Skills*	7	5.7	3	1.9	6	4.1	8	6.5
Study Skills*	10	8.1	11	7.1	13	8.9	6	4.8
Writing Skills*	9	7.3	7	4.5	8	5.5	7	5.7
Mathematics Skills*	7	5.7	11	7.1	19	13.0	14	11.3
Work Experience Credit*	5	4.0	12	7.7	4	2.7	13	10.5
Career Planning*	22	17.7	23	14.8	24	16.4	15	12.1
Other*	5	4.0	5	3.2	8	5.5	10	8.1
Total responses*	124		155		146		124	
Total students responding*	54		60		65		51	

TABLE 7D Johnson

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education=	28	16.2	38	12.6	13	9.1	6	5.2
Finding Employment=	30	17.3	54	17.9	21	14.7	20	17.2
Day Care Information=	1	0.6	4	1.3	0	-	4	3.5
Physical Disability=	1	0.6	1	0.3	1	0.7	0	-
Health Problem=	2	1.2	1	0.3	1	0.7	5	4.3
Commuter Information=	5	2.9	10	3.3	5	3.5	4	3.5
Choosing Major/Career=	28	16.2	46	15.3	23	16.1	19	16.4
Reading Skills=	4	2.3	6	2.0	6	4.2	2	1.7
Study Skills=	10	5.8	20	6.6	10	7.0	9	7.8
Writing Skills=	7	4.1	13	4.3	8	5.6	3	2.6
Mathematics Skills=	10	5.8	23	7.6	12	8.4	9	7.8
Work Experience Credit=	8	4.6	19	6.3	12	8.4	7	6.0
Career Planning=	25	14.5	57	18.9	22	15.4	22	19.0
Other=	14	8.1	9	3.0	9	6.3	6	5.2
Total responses=	173		301		143		116	
Total students responding=	79		114		66		53	

TABLE 7E Kennedy

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education*	26	12.6	27	7.8	17	11.3	9	9.2
Finding Employment*	23	11.2	33	9.5	19	12.7	10	10.2
Day Care Information*	0	-	1	0.3	0	-	4	4.1
Physical Disability*	1	0.5	0	-	1	0.7	0	-
Health Problem*	1	0.5	0	-	0	-	1	1.0
Commuter Information*	11	5.3	16	4.6	9	6.0	4	4.1
Choosing Major/Career*	47	22.8	79	22.8	28	18.7	15	15.3
Reading Skills*	5	2.4	10	2.9	5	3.3	5	5.1
Study Skills*	14	6.8	25	7.2	7	4.7	7	7.1
Writing Skills*	7	3.4	21	6.1	3	2.0	4	4.1
Mathematics Skills*	14	6.8	34	9.8	8	5.3	10	10.2
Work Experience Credit*	7	3.4	13	3.8	11	7.3	8	8.2
Career Planning*	36	17.5	76	21.9	29	19.3	16	16.3
Other*	14	6.8	12	3.5	13	8.7	5	5.1
Total responses*	206		347		150		98	
Total students responding*	90		138		76		45	

TABLE 7F McClatchy

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education*	21	16.8	9	9.5	18	12.4	10	7.0
Finding Employment*	16	12.8	13	13.7	28	19.3	22	15.4
Day Care Information*	0	-	1	1.1	0	-	2	1.4
Physical Disability*	0	-	0	-	0	-	1	0.7
Health Problem*	0	-	0	-	0	-	0	-
Commuter Information*	6	4.8	3	3.2	7	4.8	4	2.8
Choosing Major/Career*	21	16.8	20	21.1	18	12.4	25	17.5
Reading Skills*	3	2.4	4	4.2	7	4.8	6	4.2
Study Skills*	8	6.4	6	6.3	5	3.5	6	4.2
Writing Skills*	7	5.6	8	8.4	5	3.5	9	6.3
Mathematics Skills*	9	7.2	8	8.4	15	10.3	18	12.6
Work Experience Credit*	4	3.2	1	1.1	6	4.1	10	7.0
Career Planning*	18	14.4	20	21.1	29	20.0	25	17.5
Other*	12	9.6	2	2.1	7	4.8	5	3.5
Total responses*	125		95		145		143	
Total students responding*	55		45		65		57	

TABLE 7G Sacramento

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education*	15	9.8	27	13.3	4	4.9	8	8.0
Finding Employment*	21	13.7	27	13.3	18	22.0	18	18.0
Day Care Information*	0	-	3	1.5	1	1.2	2	2.0
Physical Disability*	0	-	0	-	0	-	0	-
Health Problem*	0	-	0	-	0	-	1	1.0
Commuter Information*	6	3.9	4	2.0	4	4.9	4	4.0
Choosing Major/Career*	26	17.0	30	14.8	8	9.8	9	9.0
Reading Skills*	7	4.6	8	3.9	3	3.7	8	8.0
Study Skills*	11	7.2	10	4.9	5	6.1	9	9.0
Writing Skills*	9	5.9	11	5.4	3	3.7	8	8.0
Mathematics Skills*	10	6.5	16	7.9	8	9.8	5	5.0
Work Experience Credit*	4	2.6	8	3.9	10	12.2	12	12.0
Career Planning*	26	17.0	44	21.7	12	14.6	12	12.0
Other*	18	11.8	15	7.4	6	7.3	4	4.0
Total responses*	153		203		82		100	
Total students responding*	68		76		35		35	

TABLE 7H Combined

WOULD LIKE HELP WITH

	Language Skills				College Preparatory			
	Number of Students (Male)	%	Number of Students (Female)	%	Number of Students (Male)	%	Number of Students (Female)	%
Financing Education*	106	13.5	124	11.1	65	9.5	45	7.4
Finding Employment*	110	14.0	146	13.1	112	16.4	94	15.4
Day Care Information*	1	0.1	17	1.5	1	0.2	17	2.8
Physical Disability*	4	0.5	2	0.2	2	0.3	2	0.3
Health Problem*	4	0.5	1	0.1	2	0.3	9	1.5
Commuter Information*	31	3.9	43	3.9	36	5.3	24	3.9
Choosing Major/Career*	143	18.2	208	18.6	97	14.2	82	13.4
Reading Skills*	26	3.3	31	2.8	28	4.1	29	4.8
Study Skills*	53	6.7	73	6.5	42	6.2	40	6.6
Writing Skills*	39	5.0	60	5.4	29	4.3	34	5.6
Mathematics Skills*	50	6.4	93	8.3	63	9.2	58	9.5
Work Experience Credit*	29	3.7	53	4.8	44	6.5	52	8.5
Career Planning*	127	16.2	222	19.9	118	17.3	95	15.6
Other*	63	8.0	43	3.9	43	6.3	30	4.9
Total responses*	786		1116		682		611	
Total students responding*	348		438		315		251	

TABLE 8A American Legion

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	3	50.0	2	50.0
Algebra I (Beginning)=	3	50.0	2	50.0
Geometry=	0	-	0	-
Algebra II=	0	-	0	-
Trigonometry=	0	-	0	-
Calculus=	0	-	0	-
No Response=	0	-	0	-
Total=	6		4	

TABLE 88 Argonaut

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	6	50.0	0	-
Algebra I (Beginning)=	6	50.0	4	100.0
Geometry=	0	-	0	-
Algebra II=	0	-	0	-
Trigonometry=	0	-	0	-
Calculus=	0	-	0	-
No Response=	0	-	0	-
Total=	12		4	

TABLE 8C Burbank

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	46	28.4	6	3.9
Algebra I (Beginning)=	66	40.7	52	34.0
Geometry=	7	4.3	57	37.3
Algebra II=	7	4.3	16	10.5
Trigonometry=	4	2.5	11	7.2
Calculus=	2	1.2	0	-
No Response=	30	18.5	11	7.2
Total=	162		153	

TABLE 8D Johnson

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	70	37.6	25	11.3
Algebra I (Beginning)=	68	36.6	93	42.1
Geometry=	7	3.8	47	21.3
Algebra II=	6	3.2	15	6.8
Trigonometry=	3	1.6	21	9.5
Calculus=	1	0.5	2	0.9
No Response=	31	16.7	18	8.1
Total=	186		221	

TABLE 8E Kennedy

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	47	32.9	14	4.6
Algebra I (Beginning)=	76	53.2	112	36.8
Geometry=	5	3.5	114	37.5
Algebra II=	1	0.7	19	6.3
Trigonometry=	1	0.7	36	11.8
Calculus=	0	-	4	1.3
No Response=	13	9.1	5	1.6
Total=	143		304	

TABLE 8F McClatchy

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	24	16.3	3	2.0
Algebra I (Beginning)=	62	42.2	37	24.3
Geometry=	24	16.3	71	46.7
Algebra II=	10	6.8	10	6.6
Trigonometry=	9	6.1	22	14.5
Calculus=	1	0.7	2	1.3
No Response=	17	11.6	7	4.6
Total=	147		152	

TABLE 8G Sacramento

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	15	12.5	2	1.0
Algebra I (Beginning)=	46	38.3	53	25.7
Geometry=	9	7.5	64	31.1
Algebra II=	6	5.0	22	10.7
Trigonometry=	0	-	43	20.9
Calculus=	0	-	2	1.0
No Response=	44	36.7	20	9.7
Total=	120		206	

TABLE 8H Combined

DISTRIBUTION BY HIGHEST LEVEL MATHEMATICS COMPLETED

	Language Skills		College Preparatory	
	Number	%	Number	%
Basic Mathematics=	211	27.2	52	5.0
Algebra I (Beginning)=	327	42.1	353	33.8
Geometry=	52	6.7	353	33.8
Algebra II=	30	3.9	82	7.9
Trigonometry=	17	2.2	133	12.7
Calculus=	4	0.5	10	1.0
No Response=	135	17.4	61	5.8
Total=	776		1044	

TABLE 12

CONVERSION TABLE FOR TASK 2E SHOWING THE RELATIONSHIP OF READING, SPELLING, AND ENGLISH RAW SCORES TO GRADE LEVEL PLACEMENT

READING	SPELLING	ENGLISH	SPELLING/ENGLISH (COMBINED)	GRADE LEVEL
71 - 87	31 - 40	40 - 54	72 - 94	13 or above
68 - 70	30	39	68 - 71	12
65 - 67	28 - 29	37 - 38	64 - 67	11
62 - 64	26 - 27	34 - 36	60 - 63	10
57 - 61	24 - 25	32 - 33	56 - 59	9
52 - 56	21 - 23	30 - 31	50 - 55	8
46 - 51	18 - 20	27 - 29	44 - 49	7
0 - 45	0 - 17	0 - 26	0 - 43	6.9 or below

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